



QUALICUM SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
TUESDAY, FEBRUARY 27, 2024  
6:00 PM  
VIA VIDEO CONFERENCING

---

[Click here to join the meeting](#)

Meeting ID: 297 193 643 719

Passcode: 2rSyyu

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 23, 2024 p 1-10
  - b. Ratification of In Camera Board Meeting Minutes: January 23, 2024 p 11
  - c. Receipt of Ministry News Releases
    - BC launches concrete actions to keep kids safe, healthy p 12-13
    - More families in BC benefiting from \$10-a-day child care p 14-16  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 27, 2024, as presented (*or, as amended*).
5. **DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**
6. **BUSINESS ARISING FROM THE MINUTES**
7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
9. **DISTRICT PARENTS ADVISORY COUNCIL**

---



---

**10. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
**11. ACTION ITEMS****12. INFORMATION ITEMS**

- a. **Superintendent's Report** (Peter Jory)
- b. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)

**13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Young) **p 17-18**

a. **Transportation Registration Fee** (Ron Amos) **p 19-20**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) support the staff recommendation to implement a transportation registration fee of \$25 for eligible and courtesy riders to coincide with the bus pass application process.

**14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) **p 21-23**

a. **Board Policy 103: School and District Branding** **p 24-25**

*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 103: *School and District Branding* at its Regular Board Meeting of February 27, 2024.

- b. **THAT** the Board of Education of School District 69 (Qualicum) rescind the Administrative Procedures to Board Policy 103: *New/Repurposed Facilities* at its Regular Board Meeting of February 27, 2024. **p 26**

- c. **Board Policy 510: Learning Resources** **p 27-28**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 510: *Learning Resources* at its Regular Board Meeting of February 27, 2024.

- d. **Board Policy 700: Safe, Caring and Inclusive School Communities** **p 29-42**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities* at its Regular Board Meeting of February 27, 2024.

- e. **Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** **p 43-46**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* at its Regular Board Meeting of February 27, 2024.

- 
- f. **Board Policy 100: Sustainable Practices** p 47-50  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 100: *Sustainable Practices* and its attendant Administrative Procedures at its Regular Board Meeting of February 27, 2024.
- g. **Board Policy 105: Use of School Facilities** p 51-60  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 105: *Use of School Facilities* and its attendant Administrative Procedures at its Regular Board Meeting of February 27, 2024.
- h. **Board Bylaw 3: Meetings of the Board of Education** p 61-71  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of February 27, 2024.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Austin) p 72-76
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Ministry Partner Liaison Meeting Update** (Chair Flynn)
18. **NEW OR UNFINISHED BUSINESS**
19. **BOARD CORRESPONDENCE AND MEDIA**
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



Yath ćisum  
 Always growing  
 Grandissons ensemble

**QUALICUM SCHOOL DISTRICT  
 REGULAR BOARD MEETING MINUTES**

**TUESDAY, JANUARY 23, 2024  
 6:00 PM  
 VIA VIDEO-CONFERENCING**

**ATTENDEES**

**Trustees**

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

**Administration**

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Phil Munro	Director of Operations
Jennifer Lunny	Vice-Principal, Kwalikum Secondary School Qualicum District Principals and Vice Principals Association

**Education Partners**

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

**1. CALL TO ORDER**

Chairperson Flynn called the video-conferencing meeting to order at 6:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations and she thanked them for allowing the Board to live, work, play and learn on this beautiful part of the province and for their stewardship of the land.

**3. ADOPTION OF THE AGENDA**

**24-01R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

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

**CARRIED UNANIMOUSLY**

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: December 12, 2023
- b. Ratification of In Camera Board Meeting Minutes: December 12, 2023
- c. Receipt of Ministry News Releases
  - Student activities enhanced by funding for parent advisory councils
- d. Receipt of Reports from Trustee Representatives
  - OBLT Early Years Coalition – Trustee Young

**24-02R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 23, 2024, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS****a. Kwalikum Secondary School Logo Change**

Superintendent Jory spoke to the process undertaken by the Kwalikum School community to update their school logo. While the board does not have a policy for that process; however, before the school begins to change signage and purchase school swag, he had requested that the principal of the school provide an outline as to how the new logo was created and to provide the Board with the opportunity to support the change.

Lori Marshall, Principal of Kwalikum Secondary School, then spoke to the consultation undertaken with students and staff which determined that retaining the Kondor name was important to represent the school's history while also modernizing the logo. A past student with a design firm volunteered to create a new logo with their team pro bono and brought back some options for staff to review. A decision was made to keep the same colour scheme and the image was finalized in September with staff using it sparingly on letterhead prior to any changes being made to add it to the school or order school wear. The new logo was then shared on screen for the Board to see.

A recommendation for the Board to support the new logo was considered later in the meeting under Trustee Items.

**6. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)**

None

**7. BUSINESS ARISING FROM THE MINUTES****8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Matt Woods, MATA President, commented as follows:

- a. Acknowledgement and congratulations to Lori Marshall (Principal of Kwalikum Secondary School) and her staff on creating the new Kwalikum Secondary School logo and for sharing the process and story that led to its creation.
- b. MATA held its General Meeting on Tuesday, January 16<sup>th</sup> which was attended by Clint Johnston, President of British Columbia Teachers' Federation. Mr. Johnston highlighted many concerns and initiatives that the BCTF is involved in at the

provincial level with teacher shortage, teacher workload, and consistency and similarity across districts in implementing the reporting order.

MATA members welcomed many new teachers to the area and formally elected Dana Tang as their Social Justice Committee Chair and Amanda Girgan as their Aboriginal Education Chair. The MATA Annual General Meeting will be held on Tuesday, May 7<sup>th</sup> this year.

- c. MATA will be interested in, and looks forward to, an update on the results of the Ministry's review of the District's Learning Support Program in the near future.
- d. In consideration to the discussion around early starts, MATA requested that time be given to each school site to discuss the complete structure of the day including current start times. Most schools are still operating on an adjusted schedule implemented during the pandemic and some teachers have expressed a wish to go back to a 35 or 40 minute lunch.
- e. As budget season approaches, MATA would like the Board to consider prioritizing the cost of providing teacher in-service and teacher time within the instructional day to support new initiatives that are being implemented from the provincial level as well as the district level rather than having to use Pro-D time, or find time outside their workday.

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

Sherrie Brown, CUPE Local 3570 President, reported that she had attended the Canadian Labour Congress (CLC) Winter School from January 14 to 19<sup>th</sup>. One of the main topics discussed was workplace violence, which encompasses a range of behaviours from verbal abuse and intimidation to physical assault. She stated that this is a serious issue that can have far-reaching consequences for both employees and organizations. While the direct physical and emotional harm caused by violent incidents is apparent, there is also a less conspicuous impact on employee attendance.

She noted that, while the district has an existing Health & Safety Committee, she suggested that it does not address the day-to-day incidents. Therefore, on behalf of the Union, President Brown requested that the Board consider the possibility of establishing a Workplace Violence Prevention Committee for support staff and teachers. The Committee could develop and implement a comprehensive workplace violence prevention program that includes training, communication, and reporting mechanisms as well as offer support services following a violent incident.

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

Angel Delange, DPAC Secretary, reported on the following:

- DPAC sent out a survey to families entitled "DPAC Learning Opportunity Inquiry 2023" which asked parents/caregivers to weigh in on topics of importance to them and where they would like DPAC to direct its BC's Gaming Grant of \$2500. From 179 responses the top six topics of importance to parents/caregivers were:
  1. Social Media Awareness
  2. Internet and Social Media Awareness
  3. Anxiety
  4. Meal Planning & Nutrition
  5. Sexual Health
  6. Dangers of Smoking & Vaping

DPAC is currently looking for ways to support parents/caregivers and would welcome any collaboration with the school district to increase education on those and other topics of interest.

- PAC/DPAC volunteers' dedication was acknowledged for all the time they donate to support the many DPAC activities throughout the district as well as sharing successful and challenging moments of school life at the monthly DPAC meetings.
- DPAC encouraged PACs to reach out to their school's Trustee Liaison and ensure they are invited to attend the PAC monthly meetings as trustees are able to offer insight into the broader roles and responsibilities of the district, and are available to take concerns from parents/caregivers back to the Board.
- Parents/guardians were reminded of the various ways they could reach out for information at the school, district and provincial levels.

## 11. ACTION ITEMS

None

## 12. INFORMATION ITEMS

### a. Superintendent's Report

Superintendent Jory reported on the following:

- At the senior staff level, there's a dual focus on current-year responsibilities and future planning for the 2024-25 academic year. Key tasks include managing kindergarten registration, student projections, staffing plans, and budget discussions. Meanwhile, secondary schools are preparing for the upcoming semester change, with efforts to support students through the current term, conclude ongoing courses, and initiate the next ones.
- The district still faces some challenges on the staff absentee front. December had the highest replacement costs in the district's recorded history for that month, and only part of those costs can be attributed to the additional five days. Various illnesses are still making the rounds, impacting rosters as they did last year, and some longer-term leaves were also activated adding to the recent challenges.
- The district's Teacher Teaching on Call (TTOC) roster has been enhanced and, again, there have been very few days where it relied on any kind of internal coverage. The other staff rosters have been rebuilt since the challenges of a year and two years ago, so there have been far fewer impacts to the system. Financially, though, the district is still spending money on replacements at a similar rate to the last two years, which will continue to present a budget pressure as those conversations begin in earnest.
- Superintendent Jory has heard from a number of education staff how much they appreciated the additional time in January due to the late winter break, and that they may have even preferred this year's unusual holiday format.
- The district had experienced some inclement weather over the past two weeks. Conditions were poor enough on some side streets and hilly rural roads that busing was cancelled on a number of days. As much as doing so can be an inconvenience to parents and students, Dr. Jory reminded everyone that those decisions are primarily about student safety, as well as the need to look after the district's bus fleet. The texting program the Transportation Department started using last year is paying big dividends in communicating with bus parents in real time. Director of Operations, Phil Munro, and his team are doing amazing work with our inclement weather responses, and will continue to evolve district practices and consider new ways to improve service while keeping staff and students safe.

- Earlier this month the Indigenous Advisory Council met and engaged in a discussion regarding the Bill 40 Legislation, acknowledging the ways this district's practice already matches the expectations as well as the areas where it will need to adapt in order to perfectly reflect both the letter and the intent of the language. Next steps will include revising the district's Terms of Reference to meet current needs, consider ways to further include local voices in hiring practices, and add more opportunities for feedback and ultimately approval of Indigenous program spending, all of which are a place of comfort for current staff.
- There have been some stimulating conversations lately about the new Needs Response Teams (NRT) strategy that is rolling out in the coming days. This concept contains a number of features that have been used in the district over the last decade, borrows from Dr. Jory's own professional learning community experiences in the Cowichan Valley School District and the Collaborative Models of Support practice in Sea to Sky School District, and will be heavily influenced by this district's ongoing work using Observable Impact. The basic concept is that enrolling teachers will be arranged in small teams with a non-enrolling specialist, then given regular release time over six weeks or so to select and address their problems of practice in a collaborative and supportive environment, before reporting out. The hope is to be able to continue to evolve this structure over the next few years and use the time to build teacher capacity and grow collective efficacy across our schools. The first phase of this structure will begin to be active across schools soon.
- Further to the ongoing later start conversation, the survey generated approximately 2000 total responses from staff, students, and parents and caregivers were received to the survey. The survey was introduced with an information page that gave a brief collection of insights into the reasoning, and included a link to the research regarding start times. The Superintendent had raised the issue for a number of reasons, including potential gains in attendance, achievement, and mental health, all of which are directly related to student sleep. Mostly though, he was interested in equity, noting that some Qualicum School District students in rural areas are attending two schools that start at 8:10 and may be catching the bus prior to 7 am in the morning.

Responses to the survey, which have been provided to the Board in their entirety, were varied. There was a 40-60 percent defense of the status quo, depending on the category of respondent. The desire to move to elementary times no earlier than 8:30 or even later still, and secondary times no earlier than 9:00 or even later still, was shown in 27 to 35 percent of responses, with the flexibility to stay or change expressed in the balance. It was noted that those numbers might look quite a bit different depending on the current start time of the respondent, and would absolutely reflect how well they and their family are dealing with it. The comments were appreciated which showed an understanding of the needs of other folks in the school district. He also noted that some comments as to why a choice was made may reflect a lack of understanding of the potential impact, such as, "If we start later we will end later and I will be late for basketball", not realizing that basketball would be later as a result of a bell shift. Senior staff will be collecting some focus group information and will bring that to the Board next month to add to its further discussions, along with any other information the Board would like staff to provide.



- Superintendent Jory then thanked all staff for doing what they do. Whether they clean the floors, repair electrical panels, update student files, teach, mentor, or support students in any way, their efforts are noticed and appreciated.

**b. Educational Programs Update**

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

- Further to comments by Superintendent Jory and MATA President Woods regarding the Reporting Order, part of the reason the Qualicum School District is in a good place regarding Learning Updates is that it was part of the pilot district, and designed its reporting through the district's Assessment Committee which included teachers as well as administrators. The practice goes back literally decades as this was one of the first districts not to provide letter grades for elementary students until Grade 5 for over 30 years and then extended that up to Grade 9 before this Reporting Order. Parents/caregivers will all have received not only November high school learning updates but also before elementary school learning updates shortly before the winter break. High school students will be receiving Learning Updates in mid-semester in February and elementary students again leading up to spring break.
- Nanoose Bay Elementary School is piloting the use of the Spaces Platform for its Learning Updates and senior staff will be interested to hear from Nanoose Bay staff as to how it all went and what their recommendation would be for other schools to use Spaces.
- Every year the district has students involved in the Youth EXPLORE Trades Sampler at Vancouver Island University (VIU) and this year they are also running a specific Indigenous student cohort and a specific women's cohort. The district is supporting students by arranging bus transportation to VIU from Ballenas Secondary and staff look forward to hearing how all those students progress.
- Qualicum School District will be hosting the Island Leadership Coalition group on February 26<sup>th</sup> at the Quality Bayside Resort for educators interested in leadership opportunities. Chief Recalma of the Qualicum First Nation has graciously agreed to welcome that group to its territory.

Gillian Wilson, Associate Superintendent, reported on the following:

- The Ministry Audit Team is currently in the district for an audit of the district's Learning Services and she acknowledged the work Principal Tandy Gunn and her team have done to prepare for the audit and ensure files were in order, and which they were also complemented by the audit team.
- Kindergarten registration started on Monday, January 22<sup>nd</sup> and parents/caregivers can register their child online using MyEdBC. This year, applications to the programs of choice (Kindergarten French Immersion, Primary Learning Community Program and STREAM) have also gone to an online process. She noted that there will be a lottery held for the non-sibling French Immersion applicants.
- Further to the DPAC survey of parents/caregivers, Associate Superintendent Wilson advised that, for a counsellors meeting held earlier in the day, she had brought in a guest from VIHA's who spoke about eating disorders and the VIHA Eating Disorders Services, which has operated in Nanaimo for 2 years. The Qualicum School District has seen a rise in eating disorders in both males and females, which is of concern. She has

spoken with the Eating Disorders Service Group and they have accepted an invitation to make a presentation at the district's Grade 7 Health & Wellness Conference in May. The counsellors also talked about sexual health education and anxiety, so the alignment in terms of what is coming back from parents is definitely something that is being noticed in schools.

- Acknowledgement of the principals at each of the secondary schools who met last week to have conversations that take place a few times throughout the year to talk about the students who may be struggling for a variety of reasons. Students at the Grade 12 levels are reviewed to determine who each individual learner is and what supports do they need to ensure those students are moving move towards graduation.
- One of the Needs Response Team (NRT) groups had met on January 23<sup>rd</sup>. Associate Superintendent Wilson spoke with the Principal of that school and there was positive feedback on having that time for teachers to sit together and work on a common topic, knowing that they would come back and have another conversation about it the following week. There is also some conversation about how they can share at staff meetings so other staff know what other groups are doing.
- She then shared some high level findings from the McCreary Centre Society's BC Adolescent Health Survey as they related to the students in the Qualicum School District. This will be discussed in more detail at a future Education Committee of the Whole meeting to drill down to some more specific questions.

### 13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

Trustee Young referred to the report as provided in the agenda package noting that one of the main topics of discussion was the Ballenas Track Project.

#### a. 2023-2024 Amended Annual Budget

##### 24-03R

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

**THAT** the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2023-2024 fiscal year at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

##### 24-04R

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

**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 \$70,574,667 for the 2023-2024 fiscal year.

CARRIED UNANIMOUSLY

##### 24-05R

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

**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 \$70,574,667 for the 2023-2024 fiscal year.

CARRIED UNANIMOUSLY

**24-06R**

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

**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 \$70,574,667 for the 2023-2024 fiscal year.

CARRIED UNANIMOUSLY

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

Trustee Austin noted that there was a policy committee report included in the agenda which provides a synopsis of the conversation that preceded these policies.

**a. Board Policy 100: Sustainable Practices****24-07R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**b. Board Policy 105: Use of School Facilities****24-08R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 105: *Use of School Facilities* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**c. Board Bylaw 5 – Student and/or Parent/Caregiver Appeals to the Board of Education**

It was noted that the bylaws being given 2<sup>nd</sup> and 3<sup>rd</sup> reading only contained housekeeping items for the changing of the logo and wordsmithing.

**24-09R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 5: *Student and/or Parent/Caregiver Appeals to the Board of Education* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**24-10R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedures at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**d. Board Bylaw 6 – Indemnification****24-11R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 6: *Indemnification* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**24-12R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 6: *Indemnification* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**e. Board Bylaw 7 – Bylaw and Policy Development and Review****24-13R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 7: *Bylaw and Policy Development and Review* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**24-14R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 7: *Bylaw and Policy Development and Review* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**f. Board Bylaw 2 – Board Structure****24-15R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 2: *Board Structure* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

**g. Board Bylaw 4: Banking****24-16R**

*Moved:* Trustee Kellogg      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 4: *Banking* at its Regular Board Meeting of January 23, 2024.

CARRIED UNANIMOUSLY

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

Trustee Austin referred to her report as provided in the agenda package.

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

None

**17. TRUSTEE ITEMS**

Trustees debated whether or not there was a need to approve the new Kwalikum Secondary School logo, considering that there was no language in policy regarding naming and logos. It was agreed that there should be some guidelines in place for these types of situations and, by at least formalizing support for the logo in the absence of a policy, to recognize the work that has gone behind it. This part of the process could then, perhaps, guide the work on creating a policy.

**24-17R**

*Moved:* Trustee Flynn                      *Seconded:* Trustee Kellogg

**THAT** the Board of Education of the School District 69 (Qualicum) support the new Kwalikum Secondary School logo as presented.

CARRIED UNANIMOUSLY

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

There were no comments or questions from the public.

**21. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 7:24 p.m.

\_\_\_\_\_  
CHAIRPERSON

\_\_\_\_\_  
SECRETARY TREASURER



## QUALICUM SCHOOL DISTRICT

### IN-CAMERA MEETING

### SECTION 72 REPORT JANUARY 23, 2024 Via Video Conferencing

#### ATTENDEES:

##### Trustees

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

##### Administration

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

The Board of Education discussed the following topics:

- Land
- Legal
- Labour Relations/Personnel

The Board of Education approved a motion on the following topic:

- Land

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer

---

## NEWS RELEASE

For Immediate Release  
2024PREM0004-000088  
Jan. 26, 2024

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

### **B.C. launches concrete actions to keep kids safe, healthy**

SURREY – The Province is moving forward on three important actions to keep kids and young people safe from online threats, restrict cellphones in school and hold social media companies accountable.

“Today, kids live with different challenges than they did a generation ago, and they face them all in the palm of their hand,” said Premier David Eby. “While cellphones, the internet and social media help us connect with each other, they also present risks that can harm kids. The impact and influence of these tools is so great, and the corporations so powerful, it can be overwhelming for parents. That’s why we are taking action to protect kids from the threats posed by online predators and the impacts of social media companies.”

The announcement includes three concrete actions to keep kids and young adults safe:

- restricting the use of cellphones in schools;
- launching services to remove images from the internet and pursue predators; and
- legislation to hold social media companies accountable for the harm they have caused.

Research shows that frequent cellphone interruption in the classroom, social media platforms with addictive algorithms and predators who seek to exploit young people all present significant risks to young people. Studies have found that children’s mental health and physical safety can suffer as a result of body-image distortion, cyberbullying, images shared without consent and disturbing instances of sextortion.

The Province will work with school districts to ensure all schools have policies in place by the start of the next school year to be able to restrict students’ cellphone use in the classroom.

“Having cellphones in the classroom can be a distraction from the kind of focused learning we want kids to experience at school,” said Rachna Singh, Minister of Education and Child Care. “There also is a time and a place for cellphones, including when they support student accessibility purposes. By learning in a safe school environment how to use their cellphones responsibly and respectfully, including when to put them away, students will be better able to develop healthy habits around technology and social media use in their everyday lives.”

The Province is also ensuring more digital literacy training is available for students so they have the knowledge and tools they need to stay safe from online predators, become good digital citizens and develop healthy relationships with technology.

On Monday, Jan. 29, 2024, the Province will launch two new services to help people stop or prevent the distribution of explicit images of them and pursue damages from the perpetrators.

These services will improve access to justice and offer a clear path to legal action.

“Technology can be an extremely useful tool, but when used by bad actors it can have devastating impacts on people’s lives,” said Niki Sharma, Attorney General. “That’s why we are providing supports for people, especially young adults, to take down their private images from websites and pursue damages against predators.”

In spring 2024, to keep kids healthy and further protect them from other long-term detrimental impacts, the Province will be introducing legislation to hold companies accountable for the harms their products may have caused the public. When it comes to social media companies, this legislation would enable the government to recover costs caused by harms to children and adults associated with their platforms and algorithms. The government could use those recovered funds to provide treatment and counselling programs, and put in place monitoring systems and educational programs about the harms of using these products and services.

These actions are part of a larger effort to keep kids safe and healthy, which includes expanding Foundry youth mental-health centres, launching an anti-vaping strategy and expanding school food programs through Feeding Futures.

**Learn More:**

For information about mental-health and addictions resources, including resources specifically for youth, visit: [www.helpstartshere.gov.bc.ca](http://www.helpstartshere.gov.bc.ca)

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

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

For information about digital literacy training through Erase, visit: <https://pages.saferschoolstogether.com/erase-family-session>

To learn more about the Intimate Images Protection Act, visit: <https://news.gov.bc.ca/releases/2023AG0036-000657>

To read about supports available for survivors of gender-based violence, sexual assault or domestic violence, visit: <https://www2.gov.bc.ca/gov/content/safety/public-safety/domestic-violence>

To access resources and research on the online sexual exploitation of children, visit: <https://cybertip.ca/en/>

**Contacts:**

Jimmy Smith  
Deputy Communications Director  
Office of the Premier  
Jimmy.Smith@gov.bc.ca

Ministry of Attorney General  
Media Relations  
250 896-5104

Ministry of Education and Child Care  
Media Relations  
250 208-7705



---

## NEWS RELEASE

For Immediate Release  
2024ECC0001-000009  
Feb. 9, 2024

Ministry of Education and Child Care  
Employment and Social Development Canada

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

VANCOUVER – More families in British Columbia will save thousands of dollars every year as more than 700 child care spaces move into the \$10 a Day ChildCareBC program.

These spaces will help reduce costs for families and further develop access to high-quality, affordable child care as a core service.

“For too long families have struggled to keep up with the high cost of child care,” said Premier David Eby who is also MLA for Vancouver-Point Grey. “As we’ve seen the cost of everything increase due to global inflation, this addition of more \$10-a-day spaces will give families the kind of break they need, when they need it most.”

Spaces in the \$10 a Day ChildCareBC program reduce the average cost of child care from \$1,120 a month for full-time, centre-based infant care to \$200 a month for the same service, saving families an average of approximately \$920 a month per child.

“Across the country, demand is high for affordable regulated child care spaces,” said Jenna Sudds, federal Minister of Families, Children and Social Development. “Today’s announcement is great news for families in B.C. and will help more families save hundreds of dollars each month. We look forward to continuing to work with the Province to make our common vision for a high-quality, affordable, flexible and inclusive Canada-wide early learning and child care system a reality.”

More spaces will be converted to the program over the next few weeks bringing B.C. closer to the goal of 15,000 \$10 a Day ChildCareBC spaces by spring 2024.

“Hundreds of additional families throughout B.C. will be breathing a sigh of relief as their child care bills are cut by more than \$10,000 on average per child, per year,” said Mitzi Dean, B.C. Minister of State for Child Care. “The ChildCareBC fee reductions and \$10-a-day program are important ways we are making life more affordable for British Columbians, which benefits families, our communities and the economy as a whole.”

The \$10-a-day program expansion represents further progress in partnership with the federal government under the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement to support the goal of ensuring families can access high-quality, affordable and inclusive early learning and child care.

“Throughout my 15-year career as an early childhood educator (ECE) at UBC, I have always been a strong advocate for the \$10-a-day plan,” said Lauren McCaughey, parent and ECE at UBC Child Care. “Over the years, my three children have attended UBC child care programs and having Salal daycare enter the \$10-a-day program makes it easier for our family to budget

monthly for the higher cost of groceries and other rising costs. We will also be able to begin saving more for our children's futures as they grow and learn.”

The newly approved \$10-a-day spaces are offered at 25 child care centres throughout B.C., including Houston, Squamish, Surrey and Vancouver.

For this intake, government’s focus was to prioritize new \$10-a-day facilities in communities that do not yet have access to the \$10 a Day ChildCareBC program or have a low number of \$10 -a-day spaces compared to the region’s population density.

In addition to the \$10-a-day spaces, provincial and federal investments are helping approximately 128,000 families with the cost of child care at centres that are not part of the \$10 a Day ChildCareBC program through child care fee reductions of up to \$900 per month per child. When combined with the Affordable Child Care Benefit, many families are paying \$10 a day or less for child care, including those not participating in the \$10 a Day program.

Since 2018, the Province has invested \$3.9 billion in the 10-year ChildCareBC plan to build a future where affordable, inclusive and quality child care is a core service that families can rely on.

**Quotes:**

**Carla Qualtrough, federal minister of Sport and Physical Activity –**

“Throughout British Columbia, more families will now have access to high-quality, affordable and inclusive child care. By reducing child care costs through the \$10-a-day program, we’re also helping parents and kids have more choices – like participating in recreational activities and sport and saving for the future. As a parent, I’m proud to see British Columbia leading the way to give families and children the best possible start in life.”

**Joyce Murray, Member of Parliament for Vancouver-Quadra –**

“Every child deserves the best possible start in life and all parents should be able to prioritize both a family and a career if they choose. Today, with the introduction of over 700 more \$10-a-day child care spaces in British Columbia, many more families will have access to the high-quality, affordable child care, that will reduce family stresses and open new opportunities.”

**Karen Vaughan, director, UBC Child Care –**

“The \$10 a Day ChildCareBC program ensures that UBC Child Care is able to continue to offer affordable, accessible and inclusive child care to the UBC community, thus enabling UBC to continue to attract and retain the highest quality students, staff and faculty from around the world. Equitable access to child care is critical in meeting UBC’s goals of increasing equity, diversity and inclusion and reducing barriers for historically underserved, marginalized or excluded families.”

**Garry Begg, MLA, Surrey-Guildford –**

“As global inflation continues to affect the cost of living, reducing the cost of child care helps bring down the pressure on more families in Surrey. I’m glad that our government is lowering monthly costs for parents that need it as every little bit helps them to raise their children.”

**Quick Facts:**

- Fee reductions were introduced in 2018 through the Child Care Fee Reduction Initiative and were further enhanced on Dec. 1, 2022, with federal funding support under the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement.
- Provincial investments are supporting school-aged fee reductions, which were introduced on Sept. 1, 2023.
- The Affordable Child Care Benefit (ACCB) is an income-tested provincial program providing up to \$1,250 per month, per child, to help eligible low- and middle-income families with their child care costs.
  - Families making less than \$45,000 per year may receive the maximum ACCB and pay nothing out of pocket for child care.
  - Families making as much as \$111,000 per year may be eligible to receive additional child care support through ACCB.
- An average of 35,000 children received support through the Province’s ACCB each month so far in 2023-24.

**Learn More:**

For more information about affordable child care options through ChildCareBC, visit:

<https://www.gov.bc.ca/childcare>

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

For more information about Canada-wide Early Learning and Child Care, visit:

<https://canada.ca/child-care>

A backgrounder follows.

**Contacts:**

Ministry of Education and Child Care  
Media Relations  
Jeremy.Uppenborn@gov.bc.ca  
778 974-5825

Soraya Lemur  
Press Secretary  
Office of the Minister of Families, Children and  
Social Development, Jenna Sudds  
soraya.lemur@hrsdc-rhdcc.gc.ca

---

Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)



Yath éisum  
Always growing  
Grandissons ensemble

**Qualicum School District  
Finance & Operations Committee of the Whole Report  
Tuesday, February 20, 2024  
Via Video Conferencing  
10:30 a.m.**

**Facilitator: Trustee Elaine Young**

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 financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATIONS (10 MINUTES)**

**3. PROJECT UPDATES**

**a. Oceanside Community Track RFP Update**

Director of Operations Munro provided an update of the project timelines and activities. It was shared that the Request for Proposal for earthworks has gone out and, once proposals are received and a contract awarded, there could be soil turning as early as April. The reviewed project schedule allows for 4 months of preparing the site, grading and drainage followed by asphalt paving in early fall. Depending on the weather, the rubberized track could be applied in the fall or early spring. It was announced that a Steering Committee meeting was planned for March 5th that will bring together all the community partners in order to share the plans and bring them up to date on budgets.

**b. False Bay School**

Director of Operations Munro shared that planning and preparation continues in order to expand the scope of work covered within the project definition (PDR) to include replacement of the teacherages and a gym renewal. It was indicated that recent conversations with Ministry staff encouraged this direction in order to support the community interests as well as the District's. Trustee Kellogg inquired on the timing of the Kwalikum Secondary School basketball court renewal and was advised that a plan is being developed; however, no timelines are known at this point.

**4. ITEMS FOR DISCUSSION**

**a. Budget Development – Preliminary Feedback**

Secretary Treasurer Amos shared that the 2024/25 budget season has begun with the preliminary public and partners meetings having been held in the past 2 weeks. The public session was recorded and is available on the website as well as the PowerPoint presentation which includes the most recent survey feedback.

**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 2024/254 Annual Budget planning work. He noted that there is not a significant amount of growth in the District and for planning purposes the enrolment will generally remain flat.

**c. Lead in Water Report**

Director of Operations Munro shared that water samples have been taken at various sites and provided to the service provider. It is anticipated that results will be known in the next week and may be available to share at next week's Regular Board meeting. Results are required to be submitted to the Ministry and be made public on the District's website by the end of February.

**d. Transportation**

**- Routing Software**

Director of Operations Munro shared some of the planning work going into setting up the new routing software and the ongoing efforts to support the Transportation department. He shared that some of the efforts will depend on a better understanding of the ridership on the routes. Some routes are built around an overcapacity of 130-140% in order to plan that not all bus passes are being used daily or at all. The current route system also creates issues as it does not necessarily mirror the morning and afternoon route paths, so route cancellation due to inclement weather is difficult.

**- Administrative Fee**

Secretary Treasurer Amos shared some background on previous discussions and the need to review current bus fees. Previously it was felt that more fullsome discussion was needed prior to implementing any increases to fees, even though in comparison to other school districts, the Qualicum School District fees are very low. It was shared that as the district undertakes the review of its transportation service, and in preparation for implementing the routing software, it was necessary to better understand how many students are actually being transported. It was felt that the introduction of a \$25 application fee would help pay for the administration of the bus pass program as well as discourage applications for ridership who do not intend to ride, thereby opening up the opportunity to make the district's routes more efficient and the potential to provide more seats for courtesy riders. There was support to bring this forward to the Regular Board meeting and to provide additional information on the rationale to this fee.

**5. INFORMATION ITEM(S)**

**a. Commercial Sites-Operating Costs**

Director of Operations Munro shared additional information on the upcoming expenses related to Craig Street Commons. As had been shared at previous Finance and Operations Committee meetings there are some large capital costs that need addressing in the medium term (3-5 years); however, ongoing repairs and site costs continue to be identified that are more urgent in the short term. Roof patching, tree removal and playground costs continue to put pressure on the Operational budgets.

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

- Further information and a recommendation to support implementing a registration fee for bus passes.

**7. FUTURE TOPICS**

**a. Long Range Facility Plan**

**8. NEXT MEETING DATE:**

Monday, April 15, 2024 at 10:30 via video conferencing



# QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Yath ćisum  
Always growing  
Grandissons ensemble

## Briefing Note

**Date:** February 27, 2024  
**To:** Board of Education  
**From:** Ron Amos, Secretary Treasurer  
**RE:** **Transportation Registration Fee**

---

### **Background:**

During the 2022/23 school year, the Finance and Operations Committee of the Whole (COW) reviewed various operational fees that are administered by the School District, including internal field trip, school rental and License to Occupy rates. As part of these discussions, a transportation registration fee was proposed for consideration. The proposal was for a \$25 fee to be assessed along with the bus application/registration process. At that time, the Finance and Operations Committee decided not to pursue it; however, committee members were open to hearing more information as the new routing software was being implemented.

Since that time, the Transportation staff have been working with the software provider to implement the routing software with its immediate use to review existing routes over the coming months. As a reminder, the key benefits of the new routing software will include increased routing efficiency, student load balancing, identifying routes/stops quickly, printing of driver directions and maps and providing stop and schedule notifications.

At the recent Finance and Operations COW, administration reminded the committee of the main issues involving the bus routes and why the software was critical in the planning aspects of providing a safe and efficient means of transporting students. It was shared previously that the lack of mirrored routes (where the afternoon route is the reverse of the morning route) in the District complicated the ability for administration to cancel routes if necessary, should a spare bus driver not be available or inclement weather affect the road safety. The recent review of school bell times in the District and the potential need to address competing schedules for elementary and secondary students is now also adding priority to this work. Finally, Transportation staff expressed a concern of not really knowing how many students ride the buses apart from the number of bus passes issued.

It is this final concern that has the most impact on the bus route planning and must be understood in order for the other issues to be addressed, i.e. the mirrored routes and the secondary/elementary scheduling integration.

In anticipation to this discussion and in recognition that the bus registration will begin in April, it was felt appropriate to provide additional information on how the transportation registration fees support better planning within the Transportation department.

/2

**Rationale:**

The School District currently issues about 2500 bus passes to its 4400 students. On any given day the current 24 bus routes run between 35% to 100% of capacity, with some routes showing on paper a subscribed ridership of 130-140%. Because of this, on some days a second bus must be dispatched to handle the overflow of riders that are without seats. Although we have issued these bus passes (z-passes), we do not have a good understanding of how many students are actually using the service; route lists are maintained, however registered vs. ridership is still not known. Not only do these extra passes carry an administrative burden, but the route structure is built based on a maximum usage of these passes, in the event that all bus passes are utilized in any given day.

It is anticipated that the introduction of a \$25 registration fee would not only support the administration of the bus pass program to build a more efficient system but would also discourage applications for ridership of those who do not intend to ride, thereby opening up the opportunity to provide additional seats for possible courtesy riders.

Without knowing our current usage, it is hard to predict the actual need resulting in there likely being more vacant seats on a daily basis than are planned for within the existing routes. Only by confirming these numbers are we in a better position to create more efficient routes that could lead to reduced pickup/drop off times and allow for a better alignment if bell times at secondary and elementary schools are modified.

As with all our school fees, financial hardship will be considered and it is intended that the maximum transportation registration fee per family will be \$50 [first 2 children at \$25 each, additional child(ren) no fee].

**Recommendation:**

**THAT** the Board of Education of School District 69 (Qualicum) support the staff recommendation to implement a transportation registration fee of \$25 for eligible and courtesy riders to coincide with the bus pass application process.



Yath ćisum  
Always growing  
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE REPORT  
MONDAY, FEBRUARY 20, 2024  
1:00 P.M.  
VIA VIDEO CONFERENCING**

**Facilitator: Trustee Carol Kellogg**

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, and Administrative Procedures.*

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 (Nanooose) First Nations People.

**1. INTRODUCTIONS**

**2. FOR INFORMATION**

**3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**

**a. NEW Board Policy 510: Learning Resources**

Superintendent Jory provided the background to the drafting of this policy as it is the recommendation of the regional committee that the Board should have policy that frames the use of learning resources and offer guidance to staff and teachers about what is or is not acceptable. This can be especially important when school resources are being questioned by the public.

The Committee discussed whether or not some of the items would be better outlined in an Administrative Procedure or if including them in the policy statements and guidelines would suffice. Some revisions were also suggested as follows:

- To add ' and the outside world' to the first sentence in Guiding Principle 1.
- Relocate the Ministry statement in Guiding Principles #2 to the Context
- Number Guiding Principal #5 to #3 to give more importance to the reference to Reconciliation.
- Ensure Guiding Principle #3 includes wording to make it clear that resource materials are

The policy will be presented as currently written for first reading at the February Board Meeting and consideration of the suggested additions/revisions to be discussed at the April Committee meeting.

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

Superintendent Jory referred to the revisions made further to the Ministry's announcement regarding use of cell phones in classrooms, which has been followed by a number of conversations at local and provincial levels clarifying the expectations for a distraction free learning environment. While the Ministry has not yet provided some anticipated wording, it is timely to include language regarding the use of cell phones and other devices in the classroom and allow schools time to consult prior to including references in the Codes of Conduct. Therefore, wording has been added in the content of the policy, the administrative procedure and the new Code of Conduct template.

There was a suggestion to also consider including similar wording in Board Policy 501: *Acceptable Use of Technology*.



In reference to the first point under the new *Cell Phones and Other Devices* section of the Administrative Procedure, there was a question of where the consultation process would begin. The response by the Superintendent was that each Principal is expected to consult annually on their codes of conduct and would have their own process, which would normally include discussions with staff committees, parent advisory councils, and with students.

In reference to the third point in the same section, there was also a question as to whether there was an assumption that all teachers have social media training in order to provide that to students and, if so, what resources and funding would be put towards that type of work. The response by the Superintendent was that the intent of the wording was to encourage the District to continue organizing events from time to time that focus on social media use and safety, either in conjunction with the schools' and district parent advisory council to which staff, parents and students could attend, and that curricular learning be led by staff who are more expert on the topic.

The revised policy will be presented for first reading at the February Board Meeting.

**c. Board Policy 705: Corporate/Community Sponsorships, Partnerships, and Advertising in Schools.**

Superintendent Jory noted that revisions had been made to the policy to allow for advertising in schools under some conditions. Following that first draft, a request was submitted by one of the high schools to allow advertising on gym walls to reduce cost impact to school budgets for extracurricular activities. Following discussion at the last Policy Committee meeting, the wording in the policy was softened to allow advertising on a temporary basis while limiting influence of students from advertising.

The revised policy will be presented for first reading at the February Board Meeting.

**4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**

There were no policies awaiting second reading.

**5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**

**a. Board Policy 100: Sustainable Practices and its attendant Administrative Procedures**

No additional suggestions were submitted. The revised policy will be presented for third reading at the February Board Meeting.

**b. Board Policy 103: School and District Branding**

Superintendent Jory referred to the previous month's discussion regarding the role of the Board in name changes, nicknames, logos and other such initiatives. He noted that as the Board revised Policy 105: *Use of School Facilities*, it appeared to make Policy 103: *New/Repurposed Facilities* redundant. He then reviewed the revisions made to create a whole new context and guiding principles, as well as a change to the policy name, noting that all of the organization's changes will be done collaboratively and thoughtfully but ultimately the Board is responsible for these public facing identifiers. His plan was to also rescind the current administrative procedures pending a complete rewrite.

The policy will be reverted back for a first reading at the February Board Meeting due to the extensive changes to the document and the current administrative procedures will be recommended for rescinding.

**c. Board Policy 105: Use of School Facilities and its attendant Administrative Procedures**

Superintendent Jory noted that the changes made to this policy were, in part, the rationale for making the changes as noted for Policy 103. He reiterated the shift was a bit of a philosophical one recognizing that when the policy was first created, the District was prioritizing rental opportunities on sites that were not being used for educational purposes. The current revisions are a reminder that educational use needs to be the priority, though the district does still rent.

The revised policy will be presented for third reading at the February Board Meeting.

**d. Board Bylaw 3: Meetings of the Board**

Superintendent Jory referred to a request by the Board to draft language that supported the Board's practice as it related to recording and reporting of meetings, including a timeline for which any video-recordings would be posted.

During discussion Trustee Austin expressed concern about Section IX, Item 4, particularly regarding the statement "that those meetings would not typically be recorded or posted" as it could limit flexibility, especially as technology evolves. Superintendent Jory suggested that the wording does allow the option for the Board to agree to record and post a meeting.

The bylaw will be presented for third and final reading.

**6. FUTURE TOPICS**

- a. Board Policy 501: *Acceptable Use of Technology* for consideration to include use of cell phones and other devices.
- b. Other bylaw/policy review as required.

**7. NEXT MEETING DATE**

Monday, April 15, 2024 via video conferencing



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

**Context**

~~The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be used in planning for new/repurposed facilities and additions to existing facilities.~~

**The Board of Education recognizes the need for organizations to update their names, colours, logos, and other identifying features from time to time. It is the Board's belief that processes to do so are most successful when done in a thoughtful and collaborative manner. Ultimately, the Board of Education is responsible for all public facing identifiers in the school district any changes to such will require their approval.**

**Policy Statement**

~~The Board expects that facilities will be used primarily to support the education of students, and should be designed and maintained to serve that purpose.~~

Changes to site or district identifiers, such as site names, colours, logos, and other significant identifying features will require approval from the Board of Education.

**Guiding Principles**

- ~~1. The Board believes that all facilities should be safe for all students, teachers and community members.~~
- ~~2. Facilities should be built, operated or upgraded to be efficient, cost effective and environmentally sound.~~
- ~~3. All facilities will be named after places of local Indigenous, historical, or geographical prominence.~~
- ~~4. No facilities, nor portions of facilities, will be named after people.~~
- ~~5. Facilities will allow for students, schools and communities to use them as availability permits.~~
- 6. The Board holds responsibility for all schools and district sites, and is therefore responsible for all such public facing branding content, including names, colours, logos, and other identifying features.**
- 7. The Board recognizes that from time to time, a need or interest in changes or updates to site or district identifiers may emerge.**
- 8. The Board expects such change processes to be as collaborative as reasonably possible, given the specific circumstances of each change. Staff, students, parents/caregivers, and local First Nations should normally be included.**
- 9. Presentations to the Board regarding the potential change to site or district branding should include a clear rationale for the change initiative, relevant contextual information regarding the current identifiers, any processes that led to the determination of an outcome (such as surveys, focus groups, ongoing discussions), potential costs for the change, and a communication plan that would follow Board approval.**



**SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES**

**References**

- [Administrative Procedures to Board Policy 103: New/Repurposed Facilities](#)
- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

**Dates of Adoption and Amendments**

Adopted: 2016.08.31

Amended: 2020.10.17

DRAFT



**Purpose**

This Administrative Procedure describes those procedures that will be used when the Board of Education undertakes the design and construction of new or repurposed facilities as per Policy 103: *New/Repurposed Facilities*. This does not apply to ongoing maintenance or renovations, rather major projects including both new builds and major renovations that come with repurposing a school or district facility.

**1. PLANNING**

Prior to the initiation of planning, a consultation process shall be undertaken that will involve the Architect (if assigned), school administration or district staff responsible for the facility, the staff assigned to the school or building, students (where appropriate), parents, representatives of the community (as appropriate), the Secretary Treasurer, the Superintendent of Schools, Associate Superintendent of Schools (or designates), Trustees and representatives of the Canadian Union of Public Employees (CUPE) Local 3570, the Mount Arrowsmith Teachers' Association (MATA) and the District Parents Advisory Council (DPAC).

**2. NAMING**

- a. The Superintendent of Schools shall convene a representative committee to collaborate on the naming of each new facility, or in the case of a repurposed facility the possible renaming of the facility.
- b. The Committee shall present a short list of names, in order of preference, to the Board of Education.
- ~~c. All facilities will be named after places of local Indigenous, historical or geographical prominence.~~
- d. The final decision shall remain the responsibility of the Board.
- e. A formal request shall be made to the Minister of Education and Child Care to officially name and open the new or repurposed facility, in accordance with Section 73(1) of the *School Act*.

**References:**

- [Administrative Procedures to Board Policy 103: New/Repurposed Facilities](#)
- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

**Dates of Adoption/Amendments:**

Adopted: 2016.08.31  
Amended: 2020.10.27: 2022.10.25

**Context:**

The BC Ministry of Education and Child Care has determined that “Boards of education have the responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources” (Learning Resource Policy, Ministry of Education and Child Care).

**Policy Statement:**

The purpose of this policy (and AP??) is to ensure that appropriate learning resources are used in schools to support the curricular learning standards and educational programs, and that district process for the selection of learning resources conform to the School Act and district expectations.

**Guiding Principles:**

The Board of Education believes that:

1. The selection of learning resources involves many people (administrators, teachers, students, community, district staff) the responsibility for coordinating the selection of school learning resources and making recommendations for purchase rests with the principal and professional personnel.
2. Learning and curriculum resources need to reflect and value the diversity of the Qualicum School District. Students should see themselves, their lives, the lives of **their families and the lives of others** positively reflected in the curriculum through resources. **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**
3. Parents/caregivers have an interest in the quality of learning resources available to students and **should contact the teacher and/or the principal if they have questions, and that** Opportunities to challenge resources will result in thoughtful review and follow consultative procedures (See Board Policy 710: Resolution of Student and Parent/Caregiver Complaints).
4. Students learn best when they are actively involved in their own learning and when instruction is adapted to their individual needs, learning styles, and interests.
5. Education plays an important part in Reconciliation and learning resources should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum nations, then of our local Indigenous students, then of the Indigenous peoples in Canada, and then of the Indigenous peoples around the world.

**Definitions:**

- Learning Resources: Materials that promote learning and thinking, which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.
- **Indigenous Education Resource Inventory**: a non-comprehensive list of Indigenous education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teacher's Federation, the First Nations Education Steering Committee, and Métis Nation British Columbia. The intent of these materials is to help further incorporate Indigenous knowledge and perspectives into B.C. classrooms and are considered to be Board authorized.
- **Focused Educational Resources**: is a not for profit organization that provides services that support quality education, . . . with the primary goal of benefiting our members and optimizing their resources to achieve significant impacts and benefits in the delivery of k-12 education. They provide a **K-12 Evaluated Resources Collection** which are considered to be Board authorized.



- [First Nations Education Steering Committee \(FNESC\)](#): The primary goal is to promote and support the provision of quality education to First Nations learners in BC. Resources from the [FNESC Publications Catalogue](#) are considered to be Board authorized.
- [SOGI 1 2 3](#): Developed by the ARC foundation in collaboration with the [BC Ministry of Education and Child Care](#), BCTF, UBC, Out in Schools, school districts throughout BC, and local, national and international LGBTQ community and organizations. It is a resource that provides schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with BC's curriculum and are considered to be Board authorized.

**References:**

- [Learning Resources Policy, Ministry of Education and Child Care](#)
- [School Act Section 168\(2\)\(e\)](#).
- Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



**SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES**

**CONTEXT:**

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

**POLICY STATEMENT:**

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

**GUIDING PRINCIPLES:**

The Board believes that:

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

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school’s code of conduct.
2. **Each school’s code of conduct will use the district’s template and include content that speaks to anti-discrimination, expected behaviours, unacceptable behaviours, responses to unacceptable behaviours, safe reporting, and the responsibility to inform, as well as language supporting a distraction free learning environment through restrictions on cell phones and other devices.**
3. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
4. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
5. District wide professional learning for educators will continuously provide best practices.
6. All staff who work directly with students shall have access to training on the impacts of trauma.
7. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.





SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

REFERENCES:

- *Administrative Procedure: Safe, Caring, and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedures*
- *B.C. Human Rights Code as of July 2021*  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)
- *Violence, Threat-making, Risk and Threat Assessment Community Protocol*  
[https://www2.gov.bc.ca/assets/gov/erase/documents/vtra\\_protocolguide.pdf](https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf)
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276\\_07.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf)
- *SOGI 1 2 3* <https://www.sogieducation.org/>
- *Universal Declaration of Human Rights (United Nations)*  
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- *Canadian Charter of Rights and Freedoms*  
<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>
- *Ministry of Education Province of B.C. Core Competencies*  
<https://curriculum.gov.bc.ca/competencies>

**Dates of Adoption and Amendments:**

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23: **2022.01.25**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Purpose**

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

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

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

**School Codes of Conduct**

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

**Student Dress Code**

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

**Cell Phones and Other Devices**

1. **Each school is required to develop in consultation with students, parents, teachers, staff, administrative personnel, a set of restrictions for cell phones and other devices.**
2. **The restrictions for cell phones and other devices will be couched in positive outcome-based language that will encourage undistracted learning from bell to bell.**
3. **Schools will be encouraged to provide students with social media training as part of their regular curricular content in intermediate and secondary grades.**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

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

**Visibility**

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

**Protection**

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

**Inclusion**

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

**How We Are Committing Ourselves to Achieving These Goals:**

**Developing Common Language and Understandings**

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

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

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than*



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

*traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.*

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

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

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

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

*(Credit: National LGBT Health Education Centre)*

**Providing Safe and Inclusive Learning Environments**

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

**Recognizing the Right to Self-Identification**

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

**Protecting Confidentiality**

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

**Broadening Dress Guidelines**

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

**Offering Integrated and Inclusive Activities**

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

**Providing Training to Staff**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

**Promoting Inclusive Learning Experiences**

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

DRAFT



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Providing Safe, Respectful and Inclusive Facilities**

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

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

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

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

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

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

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

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

**Retaliation**

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

**Possession or Use of Weapons**

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

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





ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

### Investigation

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

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

### Intervention

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Student Locker Searches**

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

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

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

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

**Questioning of Students by Law Enforcement Authorities**

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

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

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

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

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

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

**Violence, Threat, Risk Assessment (VTRA)**

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

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

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

The Principal or Vice Principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school Code of Conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

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

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.

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

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

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

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

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

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 701: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 701: *Student Discipline*.

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

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

### **Appeal**

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

### **Other Laws**

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Other District Policies and Procedures**

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 700: *Safe, Caring and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

**References:**

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

**Dates of Adoption/Amendments:**

**Adopted:** 2016.11.22

**Amended:** 2018.01.23: **2022.01.25**



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS**

**Context:**

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

**Policy Statement:**

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

**Guiding Principles:**

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

**Definitions:**

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

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

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

**References:**

- [Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.](#)

**Dates of Adoption/Amendments:**

Adopted: 2018.02.27

Amended: **2022.05.24**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS

**Purpose**

These Administrative Procedures are written in support of Policy 705: Corporate/ Community Sponsorships, Partnerships, and Advertising in Schools.

The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining safe, caring and inclusive schools.

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

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

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

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

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

**Advertising**

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers.

Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

**Local businesses or donors may be solicited for sponsorship in exchange for limited space advertising in schools publications such as yearbooks, brochures and programs, with the principal's approval. Space on posters, banners or signage may be sold to vendors with the agreement that their visibility will be limited to non-instructional times.**



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS**

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

**Partnerships**

The Board supports and encourages partnerships that:

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

**Donations**

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

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

**District Parent Advisory Council/Parent Advisory Council (PAC)**

The District Parent Advisory Council and a school's Parent Advisory Council (PAC) are often successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of one or more schools. Decisions on the methods of raising funds for a school shall be made in consultation with the Superintendent of Schools and/or the school's Principal in accordance with School District policies and administrative procedures.

**Reference:**





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

**Dates of Adoption/Amendments:**

**Adopted:** 2018.02.27

**Amended:** 2022.11.22

DRAFT



**Context:**

The Board of Education recognizes a world-wide climate emergency is occurring. Environmental sustainability is the responsibility of trustees, senior staff, principals/vice principals, teachers, students, support staff, parents and community.

**Policy Statement:**

The Board will take action to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, and provide environmental stewardship through lower carbon emissions.

The Board will ensure that every effort is made to conserve energy and natural resources while exercising sound financial management.

The Board will provide a strong educational approach to understanding the climate emergency **and environmental health.**

**The Board will provide environmental stewardship through lower carbon emissions, education, and recycling. (i.e. planting and saving trees when possible to promote a green environment)**

**Guiding Principles:**

- a. A strategic approach to energy management, including assessing baseline performance, setting goals and targets, creating an energy management plan, tracking performance and communicating results.
- b. The review and continuous improvement of the school district's energy management plan within the financial resources available.
- c. The development and delivery of educational programs, activities and initiatives that enable students to develop the skills, knowledge and attitudes that will help sustain the environment **and encourage environmental stewardship.**
- d. Communicating environmental sustainability initiatives, and consulting with partner groups on the implementation of new initiatives.
- e. The expectation of students and staff to actively reduce their energy use and material consumption.
- f. The integration of environmentally sustainable considerations into the operations, educational and business decisions of the school district.
- g. The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

**Definitions:**

Sustainable practices are those business, educational, and individual practices that result in a smaller carbon footprint and enhanced presence in our curriculum aimed at creating a culture of conservation.

**References:**

- [Administrative Procedures to Board Policy 100: Sustainable Practices](#)
- [Sustainable Schools Best Practices Guide](#), Ministry of Education and Child Care



**Dates of Adoption/Amendments:**

Adopted: 1992.02.25

Amended: 1994.02.22: 2016.08.31: 2020.09.22: **2023.09.26**

DRAFT



**QUALICUM SCHOOL DISTRICT**

**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 100**

**SUSTAINABLE PRACTICES**

Page 1 of 2

**Purpose**

These Administrative Procedures will support [Board Policy 100: Sustainable Practices](#) in order to develop the collective responsibility to protect and conserve the environment.

**Requirements**

1. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - a. Integration of environmentally sustainable considerations into the School District's business decisions related to:
    - i. Lighting
    - ii. Heating, ventilation, air conditioning systems
    - iii. Renovation and new construction
    - iv. Recycling programs
  - b. Purchasing policies that encourage suppliers to meet or exceed the District's environmental management standards.
  - c. Mechanisms to regularly assess and continually improve the District's environmental sustainability performance.
  - d. Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.
2. The Director of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
3. The Director of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
4. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the Director of Operations. This includes the closing of windows and doors during when the HVAC is required, turning off of lights, and the removal of extraneous appliances.
5. Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board [Policy 502: Field Experiences \(Trips\)](#).
6. Teachers and support staff are encouraged to integrate environmental themes at every level and provide the opportunity for students to participate in energy management initiatives.



QUALICUM SCHOOL DISTRICT  
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 100  
SUSTAINABLE PRACTICES

Page 2 of 2

7. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools and learning activities that utilize a wide range of appropriate local environmental field trips.

**References:**

- [Board Policy 100: Sustainable Practices](#)
- [Board Policy 502: Field Experiences \(Trips\)](#)
- [Sustainable Schools Best Practices Guide, Ministry of Education and Child Care](#)

**Dates of Adoption and Amendments:**

Adopted: 2016.08.31

Ammended: 2020.09.22: 2022.10.25: **2023.09.26**

DRAFT



**Context:**

The Board of Education recognizes that, while its job includes ensuring that facilities are used for their intended purposes and maintained to the highest standard, when not in use, these facilities may be available for use by the larger community also are an integral part of the larger community. As such, the Board should ensure that procedures are in place that see to effective rental or community use, security of property, effective use of sports field and playgrounds, and appropriate use of the Lasqueti teacherage

**The Board of Education recognizes that their core responsibility is the education of its students, and the primary purpose of its facilities is to carry out that role. Therefore, it is incumbent on the Board to make sure that facilities are maintained to the highest reasonable standards for that purpose, and that alternative uses do not interfere or compromise the Board's ability to meet students' educational needs. However, when not in use for this primary purpose, these facilities may also be made available for use by the larger community. Therefore, the Board should put procedures in place to ensure fair, effective, and secure rental use.**

**Policy Statement:**

The Board supports the community by allowing use of available facilities when not in use for educational purposes will ensure that its facilities are maintained to the highest reasonable standards.

**The Board believes that the primary purpose of its facilities is for the education of its students, and will ensure that these facilities are maintained to the highest reasonable standard to fulfill that purpose. The Board will also support the use its facilities by the community, provided such use does not interfere with or compromise its primary purpose.**

**Guiding Principles:**

1. When not in educational use, facilities will be available for rental or lease to community partners, or groups.
2. Facilities will be used first and foremost in support of the education of students.
3. Security of all school district facilities and grounds should be paramount in district planning and operations.
4. Teacherages will be first offered to School Staff, and then to other members or departments of the School District.
5. Should a building become available, the Board will encourage and seek out long-term leases.
6. All rentals and leases will be charged a fee that will cover the costs of hosting the community activity and may reflect fair market value.
7. Outdoor facilities, including sports fields and playgrounds should be well designed in collaboration with school administration, and should be made available to the community through joint use agreements where possible.
8. When not being used by the School District, outdoor facilities may be available for public use.

**References:**

- [Administrative Procedures to Board Policy 105: Use of School Facilities](#)

**Dates of Adoption/Amendments:**

Adopted: 2020.10.27

Amended:



This Administrative Procedure is intended to provide procedural support for Board Policy 105: Use of School Facilities in four specific areas:

- I. Rentals and Community Use
- II. Security of Property and Assets
- III. Sports/Grounds Areas and Site Playgrounds
- IV. Lasqueti Teacherage (Housing)

## I. RENTALS AND COMMUNITY USE

The Board of Education believes that school facilities, when not required for school use, may be made available for use by the community and that school facilities should be used as extensively as possible. Rental rates and procedures will be in place to ensure that facilities and grounds are provided to community users at a rate that provides net revenue to the school district as possible and appropriate, knowing that in certain cases rental rates will be cost recover only.

### PROCEDURES

1. With the exception of school use, all users must have specific authorization for use of school facilities and equipment.
2. The Board has established the following user priority for the use of school facilities and equipment:
  - a. **School Programs:**  
School programs including extra-curricular activities and school-based organizations. These are programs which support the learning objectives of particular schools and include activities sponsored by PACs, school teams and school clubs.
  - b. **Youth Programs:**  
Groups operating solely for youth under 18 and where they use instructors and/or volunteers to organize and teach activities. E.g. Regional District of Nanaimo Recreation Programs Scouts, Girl Guides, district youth sports associations, etc.
  - c. **Non-Profit Organizations/Adult Recreation Groups:**  
Groups which have paid instructors or organizers for activities and all adult groups.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

d. **Commercial:**

Profit oriented and non-resident individuals and organizations.

Organizations which charge their members/participants and involve paid organizers and/or instructors who are funded either directly or on a fees for services basis. (Political or religious organizations are included in this group).

3. **Applications:**

- a. All applications are processed by the School District's Director of Operations or designate.
- b. Applications must be made at least 21 days prior to the event taking place.
- c. An application fee of \$25.00 per application will be charged to recover the administrative costs.
- d. The applicant must receive a booking confirmation from the Director of Operations or designate prior to using a district facility (***Approval from a school principal is not valid.***)

4. **Bookings:**

- a. Groups who have had a regular booking satisfactory to the Board in the previous school year will have until June 30 to renew their booking. After this date, bookings will be made as they are received.
- b. Preference for early evening times will be given to youth programs.
- c. School principals will advise the Operations & Maintenance Department of space availability by July 1 and January 1 of each year.

5. **Rental Fees:**

- a. Rental fees shall be paid in full at the end of August, the end of December, and the end of June.
- b. Fees will be charged as listed in Schedule "A".
- c. The Board may demand, in full or in part, payment of the rental fee at the time application is made. Should payment be refused on demand, the rental agreement will not be approved.
- d. Bookings may be cancelled without cost if notice of cancellation is received by the Secretary-Treasurer or the Secretary Treasurer's designate 24 hours 5 days prior to the booking date. The Renter will pay the full rental fee if notice is not received as stipulated above.
- e. Rental of school buildings does not include use of school or classroom equipment. Use of such equipment and associated costs must be determined in discussion with the ~~school's principal~~ **Director of Operations**.
- f. School activities, tournaments or other programs (carnivals, auctions, etc.) that require custodial services on Saturdays, Sundays, holidays, or after normal hours shall be invoiced for custodial costs.





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

**6. User Responsibilities:**

- a. Renters must comply with all Board administrative procedures (including those which prohibit use of tobacco, vaping products, cannabis or alcohol on school district property).
- b. Renters may be requested to provide the booking confirmation to the custodian at the site.
- c. Access is limited to the area and times identified by the rental application.
- d. Renters may bring into the school their own equipment or props. Such equipment and props must be removed prior to the following school day unless otherwise authorized by the principal. Failure to do so will result in the equipment or props being removed at the Renter's expense.
- e. The Renter is responsible for any damage and repairs to the premises and the equipment, furniture, fixtures and chattels.
- f. The Renter is responsible for any costs involved in securing facilities left open by the Renter.
- g. Renters must leave the facilities and equipment in the condition and location that they were found.
- h. Rental times entered on the application by the Renter are understood to be entry and exit times. Any setup or clean up time needed are to be within the times indicated on the application form.**

**7. Supervision:**

- a. The custodian in charge is the Board's representative in monitoring the conduct of the users, to ensure that the regulations are followed, and that no damage is caused to school property.
- b. A custodian must be on duty at all times when school buildings are in use after school hours, except when otherwise approved by the Operations & Maintenance Manager or designate.
- c. All groups using school facilities shall:
  - i. identify to the custodian the individual appointed by the organization who is responsible for the group
  - ii. provide adequate security for the area being rented and proper supervision of participants
  - iii. comply with Board administrative procedures and direction from the custodian

**8. Cancellation:**

- a. School use of facilities shall have priority over community use. Schools must provide to the Operations and Maintenance Department two weeks advance notice of any scheduling changes in order to give community users suitable notice for cancellation.
- b. The Board reserves the right to terminate any approved rental agreement.
- c. Users who have not paid in full within 30 days of invoicing shall be excluded from further use until the fee is paid in full.
- d. Failure to comply with the administrative procedures of the Board may result in cancellation of the rental agreement.



**9. Insurance and Liability:**

- a. The renter will indemnify the Board from all manner of actions, causes of action, suits, debts, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the contract.
- b. Proof of liability coverage must be provided upon application.
- c. The renter will provide the District with a Certificate of Insurance with minimum limits of \$5,000,000 prior to using the facility. Such coverage will include Tenants Legal Liability and will name the District as an additional insured.
- d. The renter shall indemnify and pay to the Board forthwith upon demand for any loss, damage or power wastage occurring to the property of the Board, either directly or indirectly as a result of the use of the facilities under the terms of this agreement.

**II. SECURITY OF PROPERTY AND ASSETS**

The Board believes that access to school district facilities should be controlled, and that a system should be maintained that does not impede access for authorized use.

1. The Operations and Maintenance Department shall:
  - a. Be responsible for the cutting and distributing of all keys within School District No.69 (Qualicum).
  - b. Be responsible for providing keys to district office staff as required.
  - c. Ensure that a record is kept of all keys cut and distributed to the schools or district staff.
  - d. Ensure that District alarm systems are properly maintained and monitored.
  - e. Advise principals in writing of all improper or unauthorized access as reported by the monitoring service.
2. Each Principal or designate shall:
  - a. Be responsible for the distribution of all door and alarm keys for their school staff, except to Operations and Maintenance staff and custodians.
  - b. Ensure staff are aware of the opening and closing procedures and aware of this policy.
  - c. Maintain an up-to-date registry of all keys within their jurisdiction.
  - d. Maintain a daily register of building entries after hours.
3. Staff members shall:
  - a. Arrange access by obtaining an entry/alarm key from the school Principal or Designate
  - b. Disarm the alarm system upon entering the building and ensure the front door remains locked or that access is controlled and the facility is secured during the period of their use.
  - c. Enter name and details of visit in register, giving time of entry and departure.
  - d. Upon departure ensure that:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

- i. there are no persons in the building
    - ii. the alarm system is activated
    - iii. the building is secure
4. The Monitoring Service shall:
  - a. Monitor district alarm systems.
  - b. Report all fault (trouble) alarms to the Operations and Maintenance Department.
  - c. In the first instance report all fire alarms to the relevant fire hall and then to the Operations and Maintenance Department emergency phone number.
  - d. Report all intruder alarms to the district security runner service.
  - e. Report all personal panic alarms to the district security runner service.
  - f. Report all high water-high sewer alarms in the first instance to the district security runner service and then to the Operations and Maintenance Department emergency phone number.
  - g. Report all buildings with low temperature alarms to the Operations and Maintenance Department emergency phone number.
5. The District Security Runner Service shall:
  - a. Respond to alarm calls from the monitoring service.
  - b. Respond to calls from designated district staff for emergent work.
  - c. Send regular reports to the Operations and Maintenance Office.
6. Access to district facilities during non-operating hours is restricted to authorized school district employees.
7. Authorized access is granted by the Secretary Treasurer or designates (principal, vice-principal).
8. Staff wishing to access the school during Christmas, Spring or Summer breaks must confirm with the School Principal or the Director of Operations or designate to ensure there will be no conflict with the safety, security, planned maintenance or renovation projects.. Facility uses must be scheduled and booked as per Administrative Procedure – Rental and Use of School Facilities and Equipment.
9. A key control system is to be established by district administration in accordance with administrative procedures approved by the Board.
10. Community Use  
Keys will be issued by the Operations and Maintenance Department Office for:
  - a. facilities use as required and returned after use is complete.
  - b. joint use through the District 69 Recreation Commission.
11. Lost Keys  
Individuals or groups who lose a key may, as required to maintain the security of district assets, be subject to either of the following at the discretion of the Director of Operations:
  - a. \$50.00 charge.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

- b. actual cost of re-keying any or all buildings.
- 12. Any person not complying with proper entry procedures, which results in a runner service callout, will be held responsible for absorbing the cost incurred by the District, and will be invoiced by School District 69 (Qualicum). A first warning will be provided before invoicing for cost recovery.

**Damage to Buildings and Equipment**

The Board believes that a student who has caused willful damage to school property be subject to engaging in restorative processes including restitution for damage caused.

- 13. When a student has been identified as having damaged buildings and/or property, the principal will contact the parents by phone, email and/or registered letter indicating the circumstances involved and the school's procedure in assessing damages.
- 14. The Superintendent of Schools will be notified by telephone and by letter of the student involved and the extent of the damage.
- 15. The Operations and Maintenance Department shall assess the cost of repair and/or replacement.
- 16. The Secretary Treasurer may invoice the student/parent for the cost of the damage indicating that an appeal may be made through the Secretary Treasurer to the Board.
- 17. This does not limit School Protection Branch from further civil action.
- 18. In special circumstances, a student may negotiate school/community service as a form of compensation.

**III. SPORTS/GROUNDS AREAS AND SITE PLAYGROUNDS**

- 1. The proposed design for a sports/grounds area and/or school site playground must be submitted to the Director of Operations for review as to appropriate construction methods and to the School Health and Safety Committee for review.
- 2. The Director of Operations, in consultation with the school Principal, will approve a location for the sports/grounds area and/or school site playground that will not impede future development to a school nor conflict with existing underground services.
- 3. The Director of Operations will periodically inspect the construction of the sports/grounds area and/or school site playground to ensure that appropriate construction and safety standards are met.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

4. The Director of Operations and the appropriate inspection authorities, will provide a final inspection and will provide those building the structure with a written confirmation either accepting the structure or indicating any modifications required to make the structure acceptable.
5. The Board may support the building of a sports/grounds area and/or school site playground with its own equipment and/or materials where such support does not disrupt maintenance work schedules.
6. The worksite must meet all Workers Compensation Board regulations and be subject to spot inspections.
7. The worksite will be subject to inspection by all applicable Inspection Authorities at any time.

**IV. LASQUETI TEACHERAGE (HOUSING)**

1. The Board acknowledges its responsibility to provide teacherages for teaching staff on Lasqueti Island for use when other accommodation is not available.
2. The use of teacherages shall be administered by the Secretary Treasurer.
3. When insufficient teacherage accommodation is available the Principal will have first option on space and thereafter the most senior teacher on the Island.
4. The Board shall determine an appropriate monthly rate to be charged in respect of each unit of housing accommodation.
5. Terms and Conditions
  - a. Teacherages will be available to teaching staff on an annual basis from August 1st to July 31st.
  - b. The rent shall be paid by the teacher through payroll deduction.
  - c. Teaching staff will be refunded for any monthly unused portion of the annual rent.
6. The teacher to whom the teacherage is let shall reside in the teacherage.
7. The teacher shall not sub-let the teacherage or any part thereof.
8. The teacher shall be responsible for telephone, internet and cable services.
9. The Board shall supply power, water and septic/sewer at no charge.
10. Maintenance of Board-owned appliances shall be the Board's responsibility.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

11. When vacating a teacherage, notice shall be given one month in advance, and the teacherage shall be inspected by the Operations and Maintenance Department for cleanliness and damage. The inventory of furnishings shall be checked. Any damage in excess of normal wear and tear shall be assessed and the Secretary Treasurer advised so that appropriate financial arrangements can be made with the teacher.
12. The teacher shall vacate the teacherage on termination of the teacher's teaching assignment.

**References:**

- [Board Policy 105: Use of School Facilities](#)

**Dates of Adoption/Amendments:**

Adopted: 2016.08.31  
Amended: 2020.10.27: **2023.04.25**

DRAFT

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

**ADMINISTRATIVE PROCEDURE**

**RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT**

Page 9 of 9

**SCHEDULE A**  
**HOURLY RATES FOR RENT OF FACILITY\***

**MONDAY TO FRIDAY**

CATEGORY	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	No charge	No charge	No charge	No charge	No charge
Youth Programs	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

**WEEKEND/STATUTORY HOLIDAY**

CATEGORY	CUSTODIAL SERVICE	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	4 hrs. min. (when required)	No charge	No charge	No charge	No charge	No charge
Youth Programs	4 hrs. min (when required)	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	4 hrs. min.	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	4 hrs. min.	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

**\*An application fee of \$25.00 per application will be charged to recover the administrative costs.**



**PURPOSE:**

To set out the structure of meetings and rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

**I. RULES OF ORDER**

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

**II. MOTIONS**

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if the presiding officer feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. (See Item 7 below.)
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.





5. All motions shall be subject to amendment except the following:
  - a. Motion that the question be now put.
  - b. Motion for adjournment of debate or adjournment of a meeting.
  - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.
  - d. Motion to refer to Committee.
  - e. Motion to proceed to next business.
  
6. **Amendment**

An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.
  
7. **Reconsideration**

A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

**III. REGULAR BOARD MEETINGS**

1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.
  
- 2. Meetings may be done via video-conference as determined by the Board, and when done so, will be recorded and posted on the Internet for up to one year.**
  
2. Due to the winter and spring break periods, the regular Board meetings in December and March will be held on the second Tuesday of those two months.
  
3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.
  
4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
  
5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.
  
6. All regular meetings of the Board shall be open to the public.



7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled. **The Board Chair may call a recess at their discretion.**
8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.
9. The order of business at all regular meetings unless varied by resolution shall be as follows:
  - 1) Call to Order and Introductions
  - 2) Acknowledgement of Traditional Territory
  - 3) Adoption of the agenda
  - 4) Approval of the Consent Agenda
  - 5) Delegations/Presentations (10 minutes each)
  - 6) Public Questions and Comments (related to agenda items)**
  - 7) Business arising from the minutes.
  - 8) Mount Arrowsmith Teachers' Association
  - 9) Canadian Union of Public Employees, Local 3570
  - 10) District Parents Advisory Council
  - 11) Action Items
  - 12) Information Items
  - 13) Education Committee of the Whole Report
  - 14) Finance and Operations Committee of the Whole Report
  - 15) Policy Committee of the Whole Report
  - 16) Reports from Representatives to Outside Organizations
  - 17) Trustee items
  - 18) New or Unfinished Business
  - 19) Board Correspondence and Media
  - 20) Public Question Period (*on any topic*)
  - 21) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be ~~available at the Board office by noon of the day preceding the~~ **posted on the district website on the Friday prior to the** regular Board meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.



14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.

#### IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
  - a. To discuss matters of collective negotiations between the Board and School district staff.
  - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.
  - c. To consider information regarding appointment, employment, dismissal and personnel matters.
  - d. Legal opinions and or claims respecting the liability or interest of the Board.
  - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
  - f. Medical examiners or examinations and medical reports.
  - g. Matters pertaining to the safety, security or protection of Board property.
  - h. Such other matters as the Board may decide.
2. Attendees at the Board in-camera meetings will include all trustees, the Superintendent of Schools, the Secretary Treasurer, the Associate Superintendent, and, by invitation, other senior management staff in relation to specific agenda items, including operations, human resources, labour relations and legal matters.
3. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.
4. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board office by noon of the day preceding the meeting.
5. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
  1. Call to order
  2. Adoption of the Agenda
  3. Approval of the Minutes
  4. Business Arising from the Minutes
  5. Personnel Items
  6. Action Items
  7. Information Items
  8. New or Unfinished Business
  9. Trustee Items



10. Adjournment

6. All newly elected school trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.

**V. SPECIAL MEETINGS**

A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. For public meetings, time for public comments and/or questions will be included. Public comments/questions must be directly related to the topics on the special meeting agenda.

1. All reasonable steps shall be taken to notify each trustee 24 hours in advance of a special meeting.
2. In the event of crisis or catastrophe within the school district, all reasonable steps shall be taken to notify each trustee immediately of a special meeting.
3. The agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.
4. **Special meetings may be held via video conference at the discretion of the Board, and at the discretion of the Board, recordings may be posted for a period of one year. Special public meetings focused on the Board's annual budget held via videoconference will typically be recorded and posted for up to one year, as will public budget presentations.**

**VI. DELEGATIONS**

1. Delegations wishing to appear before the Board shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at the Board Chair's discretion, will rule whether the delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the



Board's decision and subsequently, confirm the Board's decision in writing to the delegation.

## VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.
3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the Board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

### What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only e.g. Enrolment Report
- Routine matters such as appointments to Committees
- ~~Field trip approvals~~
- Matters which do not appear to warrant a discussion
- Information from the Ministry of Education **and Child Care** or provincial organizations
- **Status of Action Items**

## VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should ~~stand~~ and identify themselves.



- a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.
  - b. Questions at Special Board Meetings must be related to the call of the meeting.
3. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
4. A question period for the press will be provided after the meeting adjourns.

#### IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:
  - i. Education Committee of the Whole
  - ii. Finance and Operations Committee of the Whole
  - iii. Policy Committee of the Whole
2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's standing Committees.
3. Any matters considered by a Committee of the Board which have financial implications are to be referred to Finance and Operations Committee of the Whole for comment before the originating Committee brings the matter to the Board.
4. **Board Standing Committee meetings will typically meet via videoconference, but will typically not be recorded or posted, with exceptions determined by the Board. Committee Chairs will be expected to provide committee meeting summaries at the subsequent regular meeting of the Board.**
45. Education Committee of the Whole:

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



*Membership:* The Committee will consist of all five trustees, the Associate Superintendent, the Director of Instruction, the Superintendent of Schools, and as topics require, the Secretary Treasurer. The Associate Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

*Operation:* The trustee Chair of the Committee will host the meeting in a structured but informal manner. Presentations will be scheduled and introduced by the Associate Superintendent, and will be of a duration that makes sense for that topic at that time, as determined by the Chair and Associate Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus among trustees, with the Chair being the final arbiter of the decision.

**56.** Finance and Operations Committee of the Whole:

*Mandate:* ~~To discuss and make recommendations to the Board on financial matters and matters pertaining to facilities, maintenance, technology and transportation. **To discuss and make recommendations to the Board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability**~~

*Membership:* The Committee will consist of all five trustees, the Secretary Treasurer, the Superintendent, the ~~general manager~~ **Director** of Operations, and as topics require, the Associate Superintendent. The Secretary Treasurer will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

*Operation:* The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Secretary Treasurer, with support from the ~~general manager~~ **Director** of Operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair will then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. From time to time the Finance and Operations Committee would have to operate in camera.

This Committee will also serve as the Audit Committee of the Board. In that capacity the Committee will:



- a. Review the audited financial statements and once satisfied recommend approval by the Board of the submission to the Minister of Education **and Child Care** and publication of the audited statements;
- b. Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- c. Oversee the internal control structure with a focus on safeguarding district assets;
- d. Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- e. Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- f. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- g. Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- h. Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- i. Meet annually with the external auditor to review the financial statements;
- j. Have a separate agenda and terms of reference which reflect best practice for audit Committees.

**67.** Policy Committee of the Whole:

*Mandate:* To discuss and make recommendations to the Board on all matters related to ~~policy and bylaws~~ **Bylaws, Policy, Administrative Procedures.**

*Membership:* The Committee will consist of all five trustees, the Superintendent, the Secretary Treasurer and the Associate Superintendent. The Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity. The Committee would be supported by the Executive Assistant, Board Governance and Operations.

*Operation:* The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. How matters get to the Committee and are then processed by the Board will be in accordance with Board Policy 7: *Bylaw and Policy Development and Review.*

**78.** Committee Meeting Times:





The time and dates for meetings for the ensuing year will be determined by the Board Chair in consultation with the Board and executive leadership team.

**X. CHIEF EXECUTIVE OFFICER**

The Superintendent of Schools shall be the Chief Executive Officer of the Board and is responsible and accountable to the Board for the effective and efficient operation of the school district.

The Superintendent of Schools will be responsible for ensuring the following:

- a. Leadership and direction is provided at all levels of the school system.
- b. The Board is assisted in its short and long-term planning, and in working to achieve the Board-approved goals.
- c. The district has an efficient and effective organizational structure and management system.
- d. Processes are in place for the supervision and evaluation of the district's schools, programs and services.
- e. Decisions and policies of the Board are implemented.
- f. Resources are allocated based on Board-approved budget levels.
- g. Communications within the district and through public and community relations are effective.
- h. A synergy is built within the district that challenges all employees to contribute to the success of the school system.

**XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD**

- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary Treasurer, and the Associate Superintendent, shall be Chaired by the Superintendent of Schools.
- b. The Executive Committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- c. The Superintendent of Schools shall be the chief spokesperson for the Executive Committee and is responsible and accountable for the coordination and functioning of the Executive Committee.
- d. The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the Board table by the appropriate member of the Executive Committee, either directly, or in support of one of the standing Committees as it reports to the Board.
- e. Members of the Executive Committee may consult with individual trustees, or groups of trustees, or Committees of the Board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or Committees of the Board may consult, as necessary, with one or more members of the executive Committee.
- f. The Superintendent of Schools shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the Board, resolve the issue at hand. In this event the Superintendent of Schools will report each such resolution to the Board at the next opportunity.



**XII. TITLE**

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time the 24<sup>th</sup> day of October 2023.

Read a second time the 28<sup>th</sup> day of November 2023.

Read a third and final time, passed and adopted this **27<sup>th</sup> day of February 2024.**

---

SECRETARY TREASURER

---

BOARD CHAIR



Yath ċisum  
Always growing  
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT  
EDUCATION COMMITTEE OF THE WHOLE REPORT  
TUESDAY, FEBRUARY 20, 2024  
2:30 P.M.  
VIA VIDEO CONFERENCING**

**Facilitator: Trustee Julie Austin**

**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.*

**ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION**

**KSS Student Council- Spring Climate Symposium**

The Mid-Island Youth Climate Symposium is a thought-provoking event for students, with the goal to educate about the effects of climate change. This educational gathering will take place on April 24, 2024 at the Qualicum Beach Civic Centre.

It will feature engaging keynote speakers, interactive presentations, and discussion groups. We hope this event will empower young people passionate about climate action, to stay informed, stay active, and use their voice.

**KSS students provided** details about the upcoming environmental symposium, mentioning new activities such as a collaborative mural and guided discussions with topic questions. The environmental symposium is being held for the second time, scheduled for **April 24th, 2024**, at the **Civic Center in Qualicum**. They highlight the goal of empowering young people passionate about climate action to stay informed, take action, stay involved, and use their voice. The speakers list is yet to be confirmed; however, Tzaporah Berman, a Canadian environmental activist, campaigner, and writer, known for her role in creating and leading negotiations for the Great Bear Rainforest Agreement and the Canadian Boreal Forest Initiative will be attending virtually. Her work has contributed to the protection of over 4,000,000 hectares of old growth.

The students provided a glimpse into last year's schedule, featuring presentations, keynote speakers, and guided discussions. The goal is to inspire and motivate secondary school youth to make positive environmental changes by connecting and uniting them. The symposium also includes student groups and organizations with booths and presentations.

**2024 Mid-Island  
Youth Climate  
Action  
Symposium**

When  
Apr 24, 2024, 10:00 a.m. – 2:00 p.m.

Where  
Qualicum Beach,  
747 Jones St, Qualicum Beach, BC V9K 1S7, Canada



Last year's symposium achieved positive outcomes, inspiring and motivating secondary school youth to make environmental changes in their communities and schools. The platform provided for students to connect and unite proved effective, revealing that when students join forces, they become a powerful force for change. The sense of unity and shared purpose demonstrated that they are not alone in their cause, leading to increased motivation for taking action.

The school district will help with messaging and networking to help get the word out about this event to other districts and schools. We'll keep everyone posted as this excited event further develops.

Resources:

KSS Climate Symposium 2024 website: <https://youthsymposium2024.wixsite.com/home>

## SCHOOLS AND/OR PROGRAMS

### CEAP/ PASS

**(Collaborative Education Alternative Program/Parkville Alternate Secondary School) at Winchelsea Learning Centre**

Principal Autumn Taylor explained the difference between CEAP and PASS. CEAP operates as an online school, following provincial standards for online learning from kindergarten to grade twelve. Despite being named an "alternate program," it is not categorized as such; it was previously a distributed learning model, and the province has since redefined the concept of an online learning school. They are currently navigating these changes, particularly in implementing a blended model for elementary students rather than exclusive online learning. The online school operates independently with separate funding and staff from the alternate school (referred to as "PASS"), which adheres to its own provincial guidelines. The alternate school's mandate is to help students well enough to transition back into mainstream education.

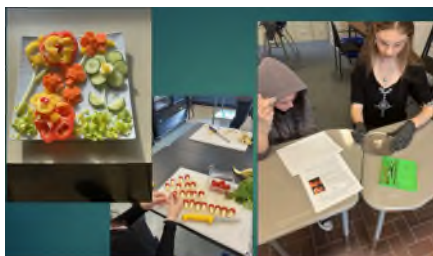
#### Going Well

- ▶ Truth and Reconciliation
  - Check ins
  - Land based learning – connectedness
  - Exploring Identity
  - Reciprocal Relationships
- ▶ Building a Sense of Community
- ▶ Connecting with Others – CEAP/Ks/Trails/Mosaic
- ▶ Relationship

Autumn highlighted the positive impact of having a diverse group of students in the school, noting that it encourages respectful behaviour among students who may not be accustomed to it. Autumn showcased a presentation by students for younger peers on composting, emphasizing the leadership role students are taking in promoting sustainability. Autumn also shared an example of a student creatively integrating art with the Foods program, showcasing a project of a mushroom forest made for everyone to enjoy at lunch. Additionally, they discuss engaging in activities like eyeball dissections through collaboration with standard schools, aiming to enhance the science and math aspects of their curriculum. Autumn showed two videos, specifying that it's the kids' voices featured in them, not their own. The students spoke highly of the teachers and the PASS program and how learning could be tailored to their individual needs.

#### Our Next Steps

- ▶ Learning around project based learning
- ▶ Student advisory meetings
- ▶ Plan for Social Emotional topics
- ▶ Partnerships with Standard Schools
- ▶ CEAP High School



The school has a commitment to truth and reconciliation, incorporating it into the curriculum through daily practices like circular check-ins, land-based learning, and fostering connectedness to the community. The focus includes exploring students' identities and nurturing reciprocal relationships, teaching the concept of giving and taking in true friendships. There is an importance of breaking down stereotypes about the school, highlighting the students' growing sense of pride and belonging.

Winchelsea Learning Center (WLC) has a new PAC (Parent Advisory Council) that is thriving. The

collaboration between the PACs and the support from Autumn, the school, and the district are highly praised.

*Resources:*

CEAP - [CEAP website](#)

PASS - [PASS website](#)

### **Healthy Minds App- UBC**

Associate Superintendent Wilson, expressed a desire to show the app; however, she has not been allowed to see the app and a demo run has not been provided yet. It is anticipated that the app will be shown to adults, possibly by UBC, after the completion of the pilot in another week and a half. Presently, access to the app for feedback is limited to the youth. Stay tuned.

*Resources:*

Healthy Minds Project - <https://blogs.ubc.ca/healthyyoungminds/about/>

## **SOCIAL JUSTICE AND EQUITY**

February 20, 2024 – World Day of Social Justice

## **SHARED LEARNING**

### **McCreary Centre Society's BC Adolescent Health Survey**

The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in Grade 7 to 12 since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development. Gillian provided an overview of a youth mental health report comparing data from 2018 to 2023 in our district. The report is based on assessments administered by health authorities in schools. Highlights include:

1. **Post-Secondary Plans:** A notable decrease from 81% planning to attend post-secondary in 2018 to 68% in the latest survey.
2. **Healthcare Access:** Concerns about accessing healthcare resources, with comments about waitlists for community supports impacting timely access.
3. **Mental Health Ratings:** A high percentage (poor and fair) in self-rated mental health, indicating concerns.
4. **Vaping:** A focus on vaping concerns, especially in bathrooms, and an emphasis on addressing this issue.
5. **Eating Disorders:** A rising concern about body image and eating disorders among both male and female students.
6. **Substance Use:** Data on substance use, including vaping, with attention to the age (as young as 13) at which students first engage in these behaviors.
7. **Sexual Health:** Statistics on the age at which students first engage in sexual activity, highlighting the need for sexual health education.

Throughout the presentation, Associate Superintendent Wilson emphasized the importance of addressing these issues and tailoring interventions to specific age groups. She also touched on the impact of the COVID-19 pandemic on post-secondary plans and notes the broader trends in decreased interest in post-secondary education nationally and internationally. The presentation aims to inform discussions around student well-being and support strategies.

Asked about the E.N.I.T.Y. [(Educating New Ideas Towards Youth) program, a partnership between

Qualicum SD and Island Health that ran for a number of years in our district as a peer-to-peer education program], the committee was informed of challenges such as short staffing that have impacted the ability to fully resume the program. Associate Superintendent Wilson emphasized the importance of having adequate staff to run the program effectively. Soft starts to reintroduce the program are currently in progress, including connections with Grade 8 students, visits to Family Place, and awareness of the Youth Clinic. Pilot projects, such as pop-ups in high schools, aim to address the impact of not having the E.N.I.T.Y. program in schools. The plan is to gradually reintroduce the program, with peer education becoming a focus in the following year.

*Resources: The BC Adolescent Health Survey (BC AHS) [https://mcs.bc.ca/about\\_bcahs](https://mcs.bc.ca/about_bcahs)*

## INFORMATION

### ISP (International Student Program) Summary

Gillian provided updates on the following programs and initiatives:

1. **Summer Program:** A summer program is scheduled at Springwood Elementary School for 45-50 international students from Japan, Taiwan, and Kazakhstan. The program includes English, social studies, and participation in the global GISP program.
2. **Student Exchanges:** Three local students are participating in exchanges with Germany, Mexico, and Japan, fostering relationships with schools in those countries.
3. **Student Ambassador Program:** Funded through a program development initiative, this program facilitates exchanges between students from different countries.
4. **Soccer Program Development:** There is interest in developing a soccer program, considering past success with soccer initiatives.
5. **Science and Technology Program:** Kevin is collaborating with Carl Savage at Ballenas to explore opportunities for expanding science methodology programs, catering to international students interested in science.
6. **Recruitment for Next Year:** The recruitment process for the International Student Program (ISP) is underway, including adjustments to fees in alignment with other districts.

There are efforts to diversify and enhance international programs, addressing academic and extracurricular interests to attract students from various countries. Additionally, it highlights collaborations with educators and experts in specific fields to provide enriched experiences for international students.

*Resources: Qualicum SD ISP - <https://schoolincanada.ca/>*

### Tribune Bay Outdoor Education Centre Update



Secretary Treasurer, Ron Amos, reported on the suspension of operations or programs at Tribune Bay Outdoor Education Centre. The decision was made by the society overseeing it, considering financial implications and resource limitations. As a result, the Outdoor

Education Centre will not be operational for the current year.

Secretary Treasurer Amos, and the past Secretary Treasurer of the Comox Valley School District, including the BC Parks Manager and the Director of Operations from Comox Valley School District, plan to visit and review the site for future planning. BC Parks expressed a desire to maintain the property for outdoor education, whether under the school boards or another responsible entity.

Trustee expressed sadness over the closure, acknowledging that efforts have been made over the

years to find additional uses and revenues for the site. Despite the closure, the property remains with BC Parks, providing an opportunity for continued public use. The future of Tribune Bay Outdoor Education Centre is uncertain, but there is hope for new energy and opportunities to replace it.

Resources: Tribune Bay Outdoor Education Centre <https://www.tribunebayoutdoored.ca/>

### Responsive Framework – Literacy and Numeracy

The responsive framework for literacy and numeracy, led by Rudy Terpstra, Director of Instruction, has been adapted from work done in Vernon. The project focuses on curating resources available in the community, involving the District Resource Centre (DRC), teacher librarians, learning teams, and the Indigenous Education department. The project will come before the board at some point and emphasize the importance of keeping them informed.

**Coffee with Trustees** – Next one is Wednesday, April 3rd at Ballenas Secondary



COFFEE WITH TRUSTEES SCHEDULE	
BALLENAS SECONDARY	APRIL 3 @ 3:05
KWALIKUMM SECONDARY	MAY 1 @ 3:00
BOWSER ELEMENTARY	JUNE 5 @ 2:48

### ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

None

### UPCOMING TOPICS

- Outdoor Education Programs
- Technology

### NEXT MEETING DATE

Tuesday, April 16, 2024 at 2:30 p.m. via video conferencing