



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, MAY 28, 2024
6:00 PM
VIA VIDEO CONFERENCING

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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: April 23, 2024 | p 1-9 |
| b. | Approval of Special Budget Board Meeting Minutes: April 29, 2024 | p 10-12 |
| c. | Approval of Special Budget Board Meeting Minutes: April 16, 2024 | p 13-17 |
| d. | Ratification of In Camera Board Meeting Minutes: April 23, 2024 | p 18 |
| e. | Receipt of Ministry News Releases | |
| | • Minister's statement on Child Care Month | p 19-20 |
| | • Minister's statement on Child Care Provider Day | p 21-22 |
| | • Province integrating child care options into schools | p 23-25 |
| | • ChildCare BC's New Spaces Fund open for new applications | p 26-29 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 28, 2024, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

- | | | | |
|----|--------------------------------------|--------------|---------|
| a. | Oceanside Integrated Fitness Society | (Linda Feil) | p 30-31 |
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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 32-34**

- a. **Facilities Discussion** (Ron Amos) **p 35-37**

- b. **Annual Five-Year Capital Plan Submission for 2024/2025** (Ron Amos) **p 38-41**

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024. MOTION MUST BE CARRIED UNANIMOUSLY

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

- c. **2024/25 Major Childcare Capital Submission** (Ron Amos) **p 42**

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) ratify support of the 2024/2025 Major Childcare Capital Submission.

- d. **2024/25 Annual Facility Grant Spending Plan** (Ron Amos) **p 43-44**

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) receive and support the 2024/25 Annual Facility Grant Spending Plan as presented.

- e. **2023 Climate Change Accountability Report** (Ron Amos) **p 45-50**

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) receive the 2023 Climate Change Accountability Report as presented.

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14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) p 51-52
- a. **Board Policy 700: Safe, Caring and Inclusive School Communities** p 53-56
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities* at its Regular Board Meeting of April 23, 2024.
- b. **Board Policy 804: Physical Restraint and Seclusion of Students** p 57-62
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of May 28, 2024.
- c. **Board Policy 103: School and District Branding** p 63-64
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 103: *School and District Branding* at its Regular Board Meeting of May 28, 2024.
- d. **Board Policy 510: Learning Resources** p 65-66
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 510: *Learning Resources* at its Regular Board Meeting of May 28, 2024.
- e. **Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** p 67-69
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* and its attendant Administrative Procedures at its Regular Board Meeting of May 28, 2024.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Austin) p 70-74
- a. **Planning Learning for Each Student Plan** p 75-76
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve the Planning Learning for Each Student Plan as presented.
- b. **Assessment and Communicating Student Learning Plan** p 77-78
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve the Assessment and Communicating Student Learning Plan as presented.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

17. TRUSTEE ITEMS

a. Post Budget Considerations

(Trustee Austin)

**b. Notice of June Regular Board Meeting Discussion
- Re-Thinking Meetings of the Board**

(Trustee Austin)

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



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Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES

TUESDAY, APRIL 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 |
| Autumn Taylor | Principal, PASS/CEAP/Career Education |
| | 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 (Nanose) First Nations. She thanked the First Nations for their stewardship of the land, and for allowing the Board to live, work, play and learn in this beautiful part of the province.

3. ADOPTION OF THE AGENDA

24-33R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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: March 12, 2024
- b. Ratification of In Camera Board Meeting Minutes: March 12, 2024
- c. Receipt of Ministry News Releases
 - Province supports more school improvements
 - Families no longer charged fees for child care waitlists
 - Access Improves for families connecting with child care services
 - BC acts to protect kids, school staff from disruptive protests
 - More supports coming for BC students with diverse needs
 - Minister's statement on Education Week
 - BC takes action to improve literacy for students
- d. Receipt of Reports from Trustee Representatives
 - OBLT Early Years Coalition – Trustee Young

24-34R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, provided comments on the following:

- Island Zone meetings with the local union presidents and executive and executive committee members from island school districts were held on April 19 and 20th to discuss what is happening in each local. MATA appreciates all the volunteer time members provided to bring and support union initiatives to members.
- The National Day of Mourning to raise awareness workplace safety and to remember those who have lost their lives or have been injured on the job will be held on Sunday, April 28th. To support the Day of Mourning, MATA encouraged members and students to participate in "High Vis Day" and wear high visible safety gear or bright coloured clothing on Friday April 26th. Ceremonies will be held at the Parksville Beach Pavilion at 5:00 p.m. and at the Pioneer Waterfront Plaza in Nanaimo at 12:30 p.m.
- MATA promotes workplace safety to members and appreciated the Board's decision to assign a Health & Safety Manager to the district to help prevent injuries MATA agreed with developing a reporting culture of workplace safety incidents where all employees are reporting on safety incidents from near misses to injury. President Woods reminded members that all workers have the right to know, participate, and refuse unsafe work with no retaliation.
- Of the 60 MATA members who responded to a survey on the static timetable being proposed by Superintendent Jory, the majority objected to the proposal. President Woods then provided arguments in favour of keeping the rotating timetable as well arguments against the static timetable. He also noted that given the large number of administrative changes in the past few years and additional changes in practice to a new reporting order, and not negating the fact there have been a number of

changes to the rotating timetables, MATA requested that the Board and Senior Administration consider this additional change in practice at a time when other significant changes are occurring at the high schools.

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

Ewen Rycroft, CUPE Local 3570 President, thanked the Board for its hard work throughout the year and the CUPE Executive Members who make the district a better place for learning.

9. DISTRICT PARENT COUNCIL (DPAC)

Angel Delange, DPAC Secretary, reported on the following DPAC activities:

- DPAC is co-hosting the following two parent events with the Qualicum School District:
 - Social Media Awareness, Digital Citizenship, and Cyberbullying for parents/caregivers of school-aged children on May 9th at 6:30 p.m. in the Ballenas Secondary Auditorium
 - Mischa Oak of LGBTQ Corporate Training on May 22nd at 6:00 p.m. in the Ballenas Secondary Theatre.
- The District Cross Country Track Meet will be held on Friday, May 10th at Springwood Elementary School. The Springwood PAC was thanked for hosting this year and any volunteers were asked to sign up by April 30th and will require a current Criminal Record Check.
- Nominations for the positions of President and Vice President for 2024-25 school year are now open with elections taking place at the May 15th DPAC meeting. Elections for the remaining executive positions will be held in the fall.
- Recognition of the stress and uneasiness that the proposed block change for both high schools may be causing. Parents/caregivers, PACs and students were reminded to reach out to school administrators, PACs, Superintendent Jory or the Board of Education for more information and clarification of the issues resulting in any proposed change.

DPAC also encouraged the Qualicum School District to implement a communication plan to provide clear and concise information regarding the proposed change to the block system at the secondary schools and ensure that students, staff and key stakeholders are provided with an opportunity to be part of the conversations and provide input/feedback.

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

None

11. ACTION ITEMS

a. 2024/2025 Annual Budget Bylaw

Secretary Treasurer Amos spoke to the information provided in his briefing note regarding the budget process, noting that there is a requirement of the Board to pass a balanced budget by the end of June. He had also included information on how the operating grant breaks out in terms of student-based allocations and supplemental funding and how that calculation comes to the district.

He then reviewed the budget considerations for 2024/2025 to address the approximate \$500,000 operating shortfall. With those changes the budget could be balanced with minimal impact on the classroom.

Trustees were then provided with details as to what the district supply account is used for and how a portion of the International Student Program funds are used to support resources for the whole district and not being relied upon for core functioning.

Associate Superintendent also provided further rationale regarding the reallocation of education assistant hours to support the needs that are in the system at this time. She reminded the Board that the needs for the upcoming year are identified through the school reviews each year. The district also lost some of the designated students through the audit undertaken this year, which also has to be reflected in the budget planning as the district is not going to receive the same supplemental grants that it had received this year.

She further noted that there is also a need to increase Speech Language Pathologist (SLP) support so, within the allotted staffing amount, the District Principal has done some work to see how to support that increase. The District is also restructuring some of its supports for students that would go directly into the classrooms. The proposed increase of staffing by 2.5 FTE is to be able to do some of that support. It would also continue to provide opportunities for teachers to collaborate during school time and provide teachers in the classroom with some strategies they have asked for to support their practice as well as some of the dysregulated learners in the classroom.

Trustees suggested that perhaps the proposed staffing of 2.5 FTE could be further reduced to reinstate some of the other reductions. Staff clarified that the 2.5 FTE was not all for the Needs Response Team, it was also for some other work being done to support teachers with pedagogy in order to improve student achievement.

24-35R

Moved: Trustee Flynn *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2024-2025 fiscal year at its Regular Board Meeting of April 23, 2024.

DEFEATED

24-36R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

DEFEATED

Trustees noted that they required more time to clarify some of the budget allocations with the Secretary Treasurer to gain a better understanding of the proposed reallocations, reductions and additions and, perhaps, identify alternate areas for reductions than those already proposed.

Secretary Treasurer expressed the difficulty in preparing a revised budget without specific direction from the Board. It was also noted that, should additional funding be realized after the September enrolment count that the Board could determine where best to allocate those additional funds.

It was decided that a Special Budget Board Meeting would be scheduled at some point in the following week to potentially progress the budget process enough to allow staff to at least move ahead with the staffing process, although no specific alternative reductions were identified at this time.

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported on the following:

- Use of the phrase “personal digital devices” will replace “cell phones and other devices” in board policy and presented at the next Policy Committee of the Whole meeting. In the interim, school principals will be including the new language in their school codes of conduct.
- Upcoming school plan presentations will be made to trustees on May 14th at Qualicum Commons. This will give each Board member a chance to learn about a goal from each school, what information caused attention to that goal, current responses, impacts, and next steps
- The *Operational Plans for Learning Support* and the *Operational Plans for Assessment and Communicating Student Learning* will require some more time for additional consultation prior to presenting them to the Board. The documents will be shared at the May Education Committee of the Whole prior to forwarding them for approval to the May Regular Board Meeting.
- Superintendent Jory then reviewed the proposal to have both high schools be fully linear in grades 8 and 9, semestered for grades 10-12 with no A, B, C, D, type tumble, and outlined the advantages of a static timetable for students compared to a rotating timetable.
- Training for the PVP (Principals/Vice-Principals) teams on timetable building is nearly complete. Discussions with Student Voice and presentations to PACs (Parent Advisory Councils) and DPAC (District Parent Advisory Council) have taken place. Conversations with staff at the two schools have been conducted, with more planned, including presentations of a new draft timetable that maintains staff assignments and allows customization to better meet the needs of specific cohorts and students. If progress continues, a comprehensive sharing process with students at each school will occur, and an information package will be prepared for parents. Misinformation has circulated, which necessitates prioritizing teachers in the information dissemination process to ensure they understand first, followed by efforts to correct misunderstandings as they arise. This work will continue through April, May, and June.
- A barge full of household items arrived at Lasqueti Island to furnish the two teacherages at False Bay School.

b. Educational Programs Update

Rudy Terpstra, Director of Instruction, reported in the following from the French Language Advisory Committee meeting held on April 22nd:

- Consultant Lynn Bouchard has been working with teachers at Oceanside Elementary School on the writing continuum and continues to be available to all teachers in the immersion programs.
- The Elementary French Immersion Program held their oral speech competition and students did well. The event also provided some oral language activities for the primary program.
- Staff have been focusing on the transition of students between elementary and high school and Ballenas High Schools have been reaching out in their regular transition process while paying special attention to the immersion students as they transition. The result is that for the first time there will be two cohorts of Grade 7's moving to high school.
- Ms. Lamoreaux and Ms. Granger provided a unique opportunity where the high schools created a Carnavale for the elementary students, which was held at Ballenas Secondary. The elementary students enjoyed the event while speaking French with their peers, while also being impressed with the high school building itself. Having the high school students interact with the elementary students will be a continued practice.

Director of Instruction Terpstra also highlighted the Numeracy Series, as referred to in the upcoming Education Committee Report, noting that over 30 teachers attended the 4/5 and 6/9 sessions with over 50 registered for the next session on May.

Gillian Wilson, Associate Superintendent, reported on the following:

- Pete the Cat is scheduled to take place on Thursday, April 25th as part of the Ready, Set, Learn event to introduce pre-Kindergarten children to Kindergarten.
- The Pre-Kindergarten program is being offered for the 2nd year and there are enough registrants to have the program operate at all elementary schools. This initiative is funded through an Early Learning Grant with some Ready Set Learn pieces provided to support that.
- The Grade 7 Health & Wellness Conference is scheduled for Thursday, May 9th.
- Ms. Wilson had a meeting with counsellors as to what school are doing to highlight some of the work and support for Mental Health Month which included:
 - Using ERASE strategies.
 - Sharing with students how they can access support in the community.
 - Working with students to stage a play to present to other schools
 - Displaying strategies on school bulletin boards.

She noted that the McCreary Report noted an anomaly that the number of students with mental health issues had increased across the province; however, an anomaly in the Qualicum School District was that students noted that they would have sought help had they known where to find it, so the District has some more work to do on ensuring they know those supports are available. One of the ways to do that will be through the Grade 7 Conference.

- The District had applied to Virtual Foundry to be part of their programs around PreVenture, a drug and alcohol awareness and prevention program to support students. All the district's secondary school administrators and counselors had listened to a presentation on the program 2 months ago, after which the application was submitted and the District was successful in being approved. Virtual Foundry will pay for the district's educators and key players who will facilitate the groups to obtain the training. The program will be piloted in September with the Grade 8 students as well as all of the students in the Alternate Program.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. Annual Five-Year Capital Plan Submission for 2024/2025

Secretary Treasurer Amos stated the annual five-year capital submission being presented for approval was for the minor capital submission sent to the Ministry in September. He referred to the Ministry's response letter approving most of the requests with a couple projects not being approved; however, those can be submitted in the next round of submissions to the Ministry. There will be another submission coming forward to the Board once staff have received a response regarding the Ballenas Secondary School HVAC project.

24-37R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

24-38R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

24-39R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

24-40R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT

a. Administrative Procedures to Board Policy 108: School Generated Funds

For information only

b. Board Policy 804: Physical Restraint and Seclusion of Students**24-41R**

Moved: Trustee Kellogg *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

c. Board Policy 103: School and District Branding**24-42R**

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 Policy 103: *School and District Branding* at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

d. Board Policy 510: Learning Resources**24-43R**

Moved: Trustee Kellogg *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 510: *Learning Resources* at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

e. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools**24-44R**

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 Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* at its Regular Board Meeting of April 23, 2024.

CARRIED UNANIMOUSLY

15. EDUCATION COMMITTEE OF THE WHOLE REPORT**a. Board/Authority Authorized Course: Hockey Skills 10-12**

Trustee Austin noted that there was lots of great conversation at the Education Committee of the Whole meeting where attendees heard from students that went to Europe. She also stated that the Board proudly supports the principles of SOGI.

She further reported that Paul Wright and Andrew Lee from Ballenas Secondary School also spoke to the proposed Hockey Skills 10-12 Board/Authority Authorized Course, which was being presented to the Board for approval.

24-45R*Moved:* Trustee Austin*Seconded:* Trustee Kellogg**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Hockey Skills 10-12*.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS**a. Report on BC School Trustees Association Annual General Meeting**

Trustees shared highlights from the sessions they attended as well as their “take-aways: from the recent Annual General Meeting of the BC School Trustees Association which was held in Vancouver from April 18 to 20, 2024.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:45 p.m.

CHAIRPERSON

SECRETARY TREASURER



SPECIAL BUDGET BOARD MEETING MINUTES

MONDAY, APRIL 29, 2024

6:00 PM

VIA VIDEO CONFERENCING

ATTENDEES

Trustees

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

Administration

| | |
|----------------|---|
| Peter Jory | Superintendent of Schools |
| Ron Amos | Secretary Treasurer |
| Gillian Wilson | Associate Superintendent |
| Rudy Terpstra | Director of Instruction |
| Karin Hergt | Executive Assistant (Recording Secretary) |

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the Special Board Meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Qualicum and Snaw-Naw-As First Nations and thanked them for allowing the board to live, work and play on these lands.

3. 2024-2025 ANNUAL BUDGET BYLAW

Secretary Treasurer Amos referred to his briefing note that outlined the budget process to date and some information as to how the budget is prepared, noting that he had modified the budget considerations to add more narrative to some of the requests and responses in order to provide more feedback to the Board based on their earlier observations.

He reminded the Board that this is an annual budget prepared with estimates of projected enrolment and projected costs so that there is the least amount of impact on the system. The budget continues to evolve as more information is gained after the first enrolment snapshot in September and the grant recalculation in December, so that by February of 2025 the Board will then have the opportunity to see an amended budget and be provided with additional information as to how staffing may have been modified since September.

Trustees were then provided with additional background on the proposed budget considerations in order to present a balanced budget.

Trustees requested that, should additional funding be identified/provided after the September enrolment count, staff firstly consider reinstating hours for Education Assistant/Child and Youth Care Worker.

Additional considerations as to supports to which to prioritize allocation of any additional funding were:

- District supply budget
- Summer works crew
- School administrative assistants

Also, mentioned was the International Student Program as an area that could be reduced at some point as some student recruitment work could be done virtually.

24-46R

Moved: Trustee Kellogg

Seconded: Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2024-2025 fiscal year at its Special Budget Board Meeting of April 29, 2024.

CARRIED UNANIMOUSLY

24-47R

Moved: Trustee Flynn

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) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

CARRIED UNANIMOUSLY

24-48R

Moved: Trustee Flynn

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) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

CARRIED UNANIMOUSLY

24-49R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

CARRIED UNANIMOUSLY

5. PUBLIC QUESTIONS/COMMENTS

Trustees and Senior Staff received comments/answered questions on the following topic:

- The province's announcement allocating \$30 million across districts over the next three years to improve literacy for students. *That money will not be released until 2025-2026 over 3 years and the government has not defined how it will be allocated and if it is specific.*

6. ADJOURNMENT

Trustee Kellogg moved to adjourn the Special Budget Board Meeting at 6:41 p.m.

CHAIRPERSON

SECRETARY TREASURER



SPECIAL BUDGET BOARD MEETING MINUTES

TUESDAY, APRIL 16, 2024

6:00 PM

VIA VIDEO CONFERENCING

ATTENDEES

Trustees

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

Administration

| | |
|----------------|---|
| Peter Jory | Superintendent of Schools |
| Ron Amos | Secretary Treasurer |
| Gillian Wilson | Associate Superintendent |
| Rudy Terpstra | Director of Instruction |
| Phil Munro | Director of Operations |
| | Qualicum District Principal and Vice Principals Association |
| Karin Hergt | Executive Assistant (Recording Secretary) |

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the Special Budget Board Meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board lives works and plays on the territory of the Qualicum and Snaw-Naw-As First Nations and thanked them for allowing us to live work and play on this great part of Vancouver Island and for stewardship of these lands over time.

3. BUDGET PROCESS TO DATE

Secretary Treasurer Amos began by outlining the annual budget cycle and the considerations and tasks undertaken to ensure a thorough budget process.

- Themes from Budget Conversations and Survey

Secretary Treasurer Amos then presented the results from 120 responses received from the 2024/25 Budget Survey as follows:

| | |
|------------------------------|--|
| Quality Teachers | Appreciation for dedicated teachers and support staff. |
| Leadership Appreciation | Recognition of effective school leadership. |
| Indigenous Resources | Calls for more resources and support for Indigenous education. |
| Student Engagement | More emphasis on engaging students and adapting teaching methods to diverse learning styles. |
| Food Programs and Support | Recognition of programs addressing food insecurity and mental health support. |
| Technology Integration | Acknowledgment of sufficient technological resources. |
| Literacy Focus | Suggestions for a greater focus on literacy. |
| Individualized Support | Recognition of efforts to meet individual student needs. |
| Challenges | Concerns about behavioral issues and academic performance. |
| Social-Emotional Learning | Emphasis on emotional well-being and learning through play. |
| Parent and Community Support | Gratitude for community support and inclusive policies, particularly for LGBTQ2+ students. |
| Safe Environment | Importance of creating a safe and positive learning environment. |
| Facilities and Maintenance | Efforts to consolidate old non-school sites and respond to work orders |

Staff have taken the survey information and aligned it as best as possible with the Ministry requirements as well as budget asks from the District's schools and departments in order to determine how best to address the themes identified.

4. **2024/2025 OPERATING GRANT ANNOUNCEMENT**

Secretary Treasurer Amos provided an overview of the Ministry's operating grant announcement, noting that there would be no new funding for enrolment growth as enrolment is expected to remain the same as 2023/2024. However, provincial education funding increased by \$344 million.

Of note were the following announcements:

- The Ministry has committed to funding wage increases for all staff based on provincial bargaining.
- There are some additions to the Classroom Enhancement Fund and the CommunityLink funds based on staff allocations.
- There are limited increases for replacement cost pressures or other inflationary factors.
- Early Child Care and Learning as well as the Food Initiatives continue to be a priority; however, commitments for learning supports and additional food funding are still to be confirmed.

The difference between the district's operating grant from 2023/24 and 2024/25 will be an increase of \$1.37 million, of which \$450,000 is coming from Unique Geographic supplemental funding for student location factor/small school supplements (such as False Bay School). The estimated 2024/2025 operating grant is \$53.2 million.

Secretary Treasurer then reviewed cost escalations which would result in a shortfall of \$236,000 as well as additional requests for staffing for another \$262,500 for a total anticipated shortfall of \$498,136.

5. BUDGET PRESSURES

Secretary Treasurer Amos then provided details of the budget pressures to the District due to increasing benefit costs, replacement costs and additional staffing requests. These will result in a shortfall of \$498,136, for which the district is needing to identify funding or reductions.

| | Total | | Notes |
|---|------------|---------|---|
| Increase in Operating grant | 1,369,364 | | before escalations and requests |
| Estimated wage costs for 2% plus statutory benefits | 950,000 | | remaining 1% distributed as Special grant |
| Estimated additional benefits | 470,000 | * | escalating costs for WCB/ EHB/ Dental |
| Estimated replacement cost increase | 100,000 | * | escalating costs for Subs/TTOC |
| Insurance increases | 35,000 | | |
| Recruitment/Legal fees | 50,000 | | |
| Increase in committed costs | 1,605,000 | | |
| Funding surplus (shortfall) | (235,636) | | |
| <u>Additional requests</u> | <u>FTE</u> | | |
| NRT/Teacher staffing | 2.50 | 262,500 | requested to support NRT work and classroom pressures |
| Shortfall after all escalations and requests | (498,136) | ** | |

6. BUDGET PLANNING - RESPONSE

Secretary Treasurer Amos presented the Board with proposed budget responses to address the shortfall to balance the budget as follows:

| | | Total | | Notes |
|---|-------------------|------------------|-----------|---------------------------------|
| Shortfall after all escalations and requests | | (498,136) | ** | |
| <u>Response/Reductions</u> | <u>FTE</u> | | | |
| Summer works crew (O&M) | 2.00 | 150,000 | (-) | |
| Learning services (EA/CYCW Hours) | 1.60 | 107,000 | (-) | (56.00) hrs per week |
| School administrative asst | 0.37 | 35,000 | (-) | (13.00) hrs per week |
| District Supply account | | 100,000 | (-) | used for classroom/LR equipment |
| International program | | 50,000 | (-) | supplies/services |
| Revenue - miscellaneous | | 60,000 | (+) | rentals |
| Total of reductions (or additions) | | 502,000 | | |
| | | 3,864 | | |

He also provided the history of how staffing has been added or reduced over time and explained how the budget is balanced based on the district's best estimate of enrolment at this time of year. Any increase (or decrease) would be captured in the amended budget in February.

Trustees then discussed the proposed reductions to address the budgetary pressures and the requests for additional teaching and Needs Response Team (NRT) time. Senior staff provided additional information on how the additional NRT time requested was separate from the staffing request. The NRT time is to enhance the support time for collaboration with colleagues and improve their practice to assist some of the needs students are presenting.

It was noted that the announcement from the province regarding funding for early literacy years would likely be targeted funding with specific criteria as established by the province. It was not yet known when that funding would be released or how much would be provided to the district.

Secretary Treasurer Amos then provided clarity on the reduction of the summer works crew, noting that the reductions would equate to 24 working months for 2 full time employees, which would be the entire summer works crew that works 2 months in the summer and 2 weeks over the spring break period. While the works crew was well utilized in the past year, it was not as well utilized in previous years and there could be different ways of addressing those needs. There may also be a way to find the funding elsewhere but it may not come from Operating if the Board supports using this proposal as one of the balancing items. The CUPE Local 3570 Vice President noted that additional support for the grounds crew arises often and with the recent agreement to take more care of Jack Bagley Field along with the new track at Ballenas, additional support is still needed.

7. BUDGET PLANNING – CAPITAL NEEDS

Secretary Treasurer Amos then provided information on the Capital aspect of the budget, recognizing that there are capital needs as well as operational needs of the district.

During the planning for the operating budget, most of the conversations have been in regard to the operating fund and special purpose funds which come with caveats. Capital Planning has a somewhat different cycle. There are funding sources which come from the Ministry and there are funding sources for capital projects which come from internal local money – Local Capital. What the District has done in the past is put aside some value within its operating funds to fund the IT equipment and the White Fleet replacement. Therefore, Board's have the ability to take funds that are normally operating in nature and spend it on capital improvements, i.e. equipment. Other sources of capital funding come through Ministry grants in the form of minor projects (\$5m or less) and major projects (\$5m or over) and through community supported projects which are project specific, such as the current Ballenas Track Upgrade.

Other capital needs that come up are the needs on the district's rented facilities, which resulted from school closures in 2014. French Creek was closed for tenancy in June of 2023, negating the capital needs on that site. However, there is a need for the Board to consider the other two sites, Qualicum Commons and Craig Street Commons. While they are not a budgetary discussion, they are part of the budgetary conversations as there is \$4m to \$5m in unfunded costs that has been considered at meetings of the Finance & Operations Committee of the Whole for those two sites. This is an ongoing conversation

that is required through the District's planning and does infuse the budget conversation somewhat as the capital needs have an impact on operating costs.

Chair Flynn inquired whether there is a comfort level amongst trustees to have senior staff proceed to present the preliminary budget with the proposed responses to the projected deficit in order to balance the budget at its Regular Board Meeting of April 23rd.

Trustees responded that while they would welcome the opportunity to discuss the proposed budget at the April meeting, it may not result in all three readings being passed at that time as other options to address the shortfall might be identified in the interim.

Secretary Treasurer Amos will prepare the preliminary budget based on the night's presentation after which the proposed budget will present it to the Board for deliberation at the Regular Board Meeting schedule for Tuesday, April 23rd, noting that the annual budget must be approved and submitted to the Ministry by June 30, 2024.

8. PUBLIC QUESTIONS/COMMENTS

Trustees and Senior Staff then received comments and provided clarification on the following:

- Are the transportation costs/revenues covered in this proposed budget? *Yes. The budget presented next week will be in the form that is presented to the ministry so will outline how expenditures break down by program including Transportation.*

9. DATE OF NEXT REGULAR PUBLIC BOARD MEETING

Tuesday, April 23rd, 2024 at 6:00 p.m. via Microsoft Teams

10. ADJOURNMENT

Trustee Kellogg moved to adjourn the Special Budget Board Meeting at 7:42 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT APRIL 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

No motions were presented to the Board of Education for approval

Chairperson

Secretary Treasurer

STATEMENT

For Immediate Release

Ministry of Education and Child Care

2024ECC0040-000647

May 1, 2024

Minister's statement on Child Care Month

VICTORIA – Mitzi Dean, Minister of State for Child Care, has released the following statement marking May as Child Care Month:

“Quality and inclusive child care supports children in formative stages of their development and helps them meet their milestones and thrive, while preparing them to successfully transition into their K-12 education. Child care also supports the emotional and social development of children, which reduces stress in families by helping to establish routines and regulation.

“At the heart of child care are professionals who have the commitment and expertise to provide rich early learning experiences for children during such a critical time in their lives. I want to celebrate and thank the thousands of B.C. child care professionals for their daily contributions to the social, educational and economic fabric of B.C.

“We recognize May as Child Care Month to highlight the integral role that child care plays in the lives of children and their families, in our neighbourhoods, communities, local and provincial economies and with our Indigenous partners. In partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC, approximately 1,700 children are accessing culturally relevant care at no cost, with more spaces to come.

“Child care is critical for parents, allowing them to work, study and pursue other opportunities. Throughout the province, families say access to affordable, quality, inclusive child care has been life changing by allowing them to save for their children's education, invest in a home or generally reduce stress on finances. When more parents and caregivers are able to work because they have access to affordable child care, they are better able to participate in strengthening their communities and contributing to their local economy, which benefits everyone.

“Since the launch of ChildCareBC in 2018, we've been building a future where access to affordable, quality, inclusive child care is a core service that families can rely on. For too many years, access to affordable, quality, inclusive child care wasn't treated as a necessity. Our government is making different decisions. We've made progress on our commitments to lower fees for families, build spaces and support the education of qualified early learning professionals.

“Our affordability programs are lightening the load for families throughout the province. Families accessing care in participating licensed child care programs are saving as much as \$900 a month per child. The Affordable Child Care Benefit is providing an added lift for families with low and moderate incomes that really need it. And, we reached our goal of more than 15,000 \$10 a Day ChildCareBC spaces by spring 2024 with the goal of 20,000 total spaces by 2025-26.

“For some low- and moderate-income families, the combination of \$10 a Day ChildCareBC or Child Care Fee Reduction Initiative savings with the Affordable Child Care Benefit means they are receiving child care at no cost. It’s all part of our focus to put more money back into the pockets of B.C. families, which, in turn, puts money back into our communities.

“Since the introduction of ChildCareBC, we have also funded the creation of more than 37,000 child care spaces through accelerated space-creation programs with more than 18,000 of these spaces already open and serving families. Of these, more than 2,700 spaces are open and providing care for children on school grounds in 33 school districts throughout B.C.

“We know the value of enriching before- and after-school child care opportunities because the need for child care doesn’t end once children enter elementary school. Child care on school grounds makes life easier for families through one dropoff and pickup location, and it improves children’s transition between child care and K-12. That’s why we provided funding for early learning and child care leads within school districts, as well as new pilots focused on before- and-after child care to better understand how school districts can directly provide child care with the support of district staff. Feedback from the pilots will help inform our evolving approach to school-aged child care on school grounds.

“In recognition of your dedication, hard work and sacrifice, we have invested in bursaries, new post-secondary early childhood educator spaces, grants for specialized education and a wage increase of \$6 per hour.

“I invite all British Columbians to join me in recognizing Child Care Month and the integral role of child care professionals in the early years of our children’s lives.”

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STATEMENT

For Immediate Release

Ministry of Education and Child Care

2024ECC0042-000700

May 10, 2024

Minister's statement on Child Care Provider Appreciation Day

VICTORIA – Mitzi Dean, Minister of State for Child Care, has released the following statement for Child Care Provider Appreciation Day in B.C.:

“Child care professionals are at the heart of child care in B.C. Today, I invite all British Columbians to join me in celebrating and honouring all of B.C.’s child care professionals for their dedication, hard work and compassion in providing care and early learning opportunities for our children during such a critical time in their lives.

“The contributions of child care professionals lift up families, communities, and local and provincial economies. Children benefit from the expertise of child care professionals who help guide them to explore, discover and learn about their world. And when families’ child care needs are met, they are able to participate and contribute to their communities.

“B.C.’s child care professionals make child care and the valuable social and economic benefits possible. Access to affordable child care is one of the reasons B.C. has one of the lowest unemployment rates in Canada. It is also a critical component of women’s participation in the workforce, and last year, more than 36,000 women were able to join the workforce. This is proof that our ChildCareBC plan is contributing to a stronger economy that benefits everyone.

“In recognition of the important role that child care professionals play in our society, we have invested in bursaries, new post-secondary early childhood educator (ECE) spaces, grants for specialized education and a wage increase of up to \$6 per hour over the past six years. And we are currently testing a wage grid for ECEs at select child care centres to inform how we can expand it to the larger child care sector.

“We’re working with school districts throughout B.C. through the dual credit program to offer students in grades 11 and 12 the opportunity to begin their ECE post-secondary training with college-level instruction, while earning credits toward high school graduation.

“We’re also streamlining immigration pathways for international ECEs through the Provincial Nominee Program.

“There is more work to do to ensure child care professionals receive the compensation and recognition they deserve and we’re committed to continuing this work.

“To all B.C.’s child care professionals: We see you and we are grateful for your work, not only today on Child Care Provider Appreciation Day, but every day. We deeply value the positive impact you have on the early development of children and the support you offer for families in your communities.

“From the bottom of our hearts, we thank you!”

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NEWS RELEASE

For Immediate Release
2024PREM0024-000744
May 14, 2024

Office of the Premier
Ministry of Education and Child Care

Province integrating child care options into schools

VICTORIA – More families will save time, money and stress as the Province moves forward with fully integrated before- and after-school care on school grounds.

This initiative will use existing school space as well as school district resources and staff to provide seamless care without additional pickups and dropoffs.

“As a parent, I know how hard it can be to balance work and school hours. It’s hard to find care for your child before school starts or after the bell rings at the end of the day,” said Premier David Eby. “That is why our government is taking action with more before- and after-school child care options. We’re partnering with three school districts to provide care on school grounds so children benefit from familiar faces and places throughout the day and families can count on one pickup and dropoff location.”

Three school districts have been selected for this initiative this fall: Chilliwack, Nanaimo-Ladysmith and Nechako Lakes. Early childhood educators and support staff in these school districts will provide learning and care for children in classrooms and school spaces the kids are familiar with. This means busy parents will have greater flexibility for school dropoff and pickup times, while also saving time spent commuting or juggling kids across multiple locations.

“Through ChildCareBC, we’re ensuring more families are able to access the child care they need because we know child care needs don’t stop when children start school,” said Mitzi Dean, Minister of State for Child Care. “Co-locating child care on school grounds helps ease children’s transition into school and is more convenient for busy parents.”

The ministry is providing more than \$2 million over two years to the three school districts, which will create an estimated 180 new licensed child care spaces. This initiative will gather critical information to assist with future expansion of this model into other districts.

“We are excited to partner with government to help make lives easier for parents and continue to offer the same high-quality support to children before and after school that they receive during school hours,” said Karen Ranalletta, president, CUPE BC. “We recognize the need that families face in finding child care and our members are proud to be part of the solution.”

Each district will create a model of care that meets provincial guidelines and local needs. The initiative will be evaluated and lessons will support ongoing expansion in other districts.

These spaces will be affordable for parents as they will meet regional affordability benchmarks set by the ministry. Families may also be eligible for fee reductions of as much as \$115 per month, per child. Families that need additional support with the cost of child care may also be eligible for the Affordable Child Care Benefit.

“As a parent of two children, I know how valuable it would be to access child care for my seven-year-old at the same location as my youngest’s existing care,” said Andrea Klassen, parent. “Having before- and after-school child care available on school grounds in a space that my son is already familiar with would be great for him and easier for me, enabling parents like me to return to the workforce.”

Quotes:

Rachna Singh, Minister of Education and Child Care –

“Our government is committed to increasing access to school-age child care and continue to explore options to better support families. School ECEs and district support staff not only provide learning to children but also form strong bonds with them. As such, these educators are well-positioned to provide a seamless transition from the school day into the extended hours that many families need for child care.”

Willow Reichelt, board chair, School District 33 –

“The Chilliwack School District is excited to participate in a two-year pilot to expand child care spaces on school grounds. This is aligned with our vision of providing a continuum of care that is inclusive, accessible, reliable and universal. The pilot funding will help support our goal of providing before- and after-school care in every Chilliwack elementary school by 2025 and will increase our district’s capacity to expand access to affordable, quality child care.”

Greg Keller, board chair, School District 68 –

“This funding is incredible support for the before- and after-school pilot program in our district. It will help us continue to provide a critical service for families currently accessing the program and expand, allowing for more families in our district to access before- and after-school care in the familiar and welcoming environment in our schools.”

Dave Christie, board chair, School District 91 –

“Nechako Lakes School District is excited to participate in this pilot for school-aged child care on school grounds. The results from our parent and caregiver survey tell us that there is a need across all our communities for additional before- and after-school child care spaces. We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education and Child Care.”

Quick Facts:

- Through ChildCareBC, government has funded the creation of more than 10,175 child care spaces on school grounds since 2018, with almost 3,600 of those open and providing care for children.
- In 2018, there were two school districts in the province providing licensed child care on school grounds.
- Licensed child care on school grounds is available in more than 900 facilities throughout the province, with more than 70 of these operated by school districts.
- In fall 2019, the Province piloted a seamless day-kindergarten model, which has since expanded to more than 30 school districts.

Learn More:

For more information about ChildCareBC, including child care fee reductions, visit:

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

To apply for the Affordable Child Care Benefit, visit:

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

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INFORMATION BULLETIN

For Immediate Release

Ministry of Education and Child Care

2024ECC0046-000759

May 16, 2024

ChildCareBC's New Spaces Fund open for new applications

VICTORIA – The 2024-25 intake of the ChildCareBC New Spaces Fund is open for applications until Aug. 2, 2024.

The New Spaces Fund has created thousands of new licensed child care spaces throughout B.C., improving access to child care for families. Since 2018, government has funded more than 37,000 new licensed child care spaces, with more than 18,000 of these spaces open throughout the province.

This year, there are two grant funding streams for applicants: major capital grants and minor capital grants. These funding streams replace the previous new spaces fund primary stream and school-age-care-on-school-grounds stream.

Major capital funding helps build, renovate and expand child care centres, with requests of more than \$500,000. Minor capital projects are renovations and equipment-only projects anticipated to be complete within one year, with requests of up to \$500,000.

Eligible organizations include Indigenous governing entities, local governments, public bodies, including health authorities, public post-secondary institutions and Crown corporations, not-for-profits and Indigenous not-for-profits, First Nations schools and other eligible independent schools looking to apply for space-creation funding.

New this year, school districts will use their existing Capital Asset Planning System to request funding for child care projects on school grounds, in addition to education capital funding. This makes it easier for school districts to plan for and create more child care on school grounds for families in their district. It will also help the ministry consider school district child care projects alongside education projects.

Before applying to the New Spaces Fund, applicants are encouraged to consult with local First Nations about their plans. This is one way to support development of projects that serve all members of the community. It is also an opportunity to initiate or strengthen relationships with First Nations governments on whose territory the space will be developed.

The New Spaces Fund is jointly supported by provincial investments and federal funding under the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement. The Province and the Government of Canada invested more than \$260 million in 2023 to fund the creation of new licensed child care spaces in high-need areas in B.C.

Learn More:

For more information about the ChildCareBC New Spaces

Fund: www.gov.bc.ca/childcare/newspacesfund

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

For more information about the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement, visit: <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia-canada-wide-2021.html>

A backgrounder follows.

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BACKGROUND

For Immediate Release

Ministry of Education and Child Care

2024ECC0046-000759

May 16, 2024

New Spaces Fund application criteria

Application criteria is set out in the ChildCareBC New Spaces Fund Funding Guidelines and aligns with provincial priorities and with federal direction outlined in the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement to focus on spaces that are run by public and non-profit organizations.

All applications will be reviewed as they are received. Final funding decisions will be communicated to all applicants once the intake has closed and the program has had a chance to review all incoming applications. Timelines may vary depending on application completeness, project complexity and cost considerations.

Priority areas include organizations creating:

- Infant/toddler child care spaces
- School-age spaces
- Child care spaces in under-served regions
- Spaces serving priority populations, including:
 - Families with low incomes
 - Children with support needs
 - Indigenous children and families
 - Black and other children and families of colour
 - Francophone children and families
 - Families new to Canada
 - Young parents (25 years and younger)
- Fully inclusive and accessible child care spaces that allow children of all abilities to participate meaningfully; for example, accessible physical design and application of program inclusion policy.
- Spaces with non-standard hours of care, such as: extended hours of care before 6 a.m. and after 7 p.m., weekend care, overnight care, care provided on statutory holidays or care provided on other days of school closures.
- Spaces offering specialized programming for children with support needs, Indigenous children and families, francophone children and families, and/or young parents (25 years and younger).
- Projects that support the creation of as many spaces throughout the province as possible.
- Under the major capital grant funding stream, projects that start construction, including site development, within six months of funding approval and those that are scheduled to be completed by March 31, 2028.

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Dear Qualicum School Board Trustees,

My name is Linda Feil and I am addressing you as the Chair of a new not-for-profit called Oceanside Integrated Fitness Society. We were incorporated in February of this year for the purpose of creating and operating an adapted and sustainable accessible fitness centre in the Oceanside community in particular, for people with disabilities. Various formats of Universal Access or for a Fitness Centre for All, have been in place in the community for a number of years, with the constant challenge of finding funding to purchase the specialized equipment needed and then finding the appropriate and affordable space. This was spearheaded under the combined umbrella of Qualicum Community Education and Wellness Society (QCEWS) and Access Oceanside Association (AOA), first, in partnership with Jim's Gym in Parksville, where he gave the group a separate room for their clients. Unfortunately, as with many things, COVID forced the closure of that facility permanently. That did not deter the commitment and dedication of a few people including Bill Preston, Holly Letcher, Mike Domes, Lorna Gray and my husband, Darwin Fraser. Fortunately, a new space became available on a temporary basis through the generosity of the Qualicum School District within the Commons in Qualicum Beach. Room #12 at the Commons, with the rent waived for 9 months, was the catalyst for SPARC to grant funds to QCEWS to run a pilot project for a dedicated accessible facility. That pilot project program changed the lives of disabled members of the community who had no where else to go. It operated in partnership with Nanaimo Brain Injury Society (NBIS) who brought the professionalism, staff and other resources to make the Brain, Body Fitness Program successful and demonstrated the desperate need that exists in the Oceanside community.

When that project ended and NBIS was unable to carry on the project due to lack of resources, Darwin and I decided to take on the challenge of creating a dedicated not-for-profit, charitable organization to take over the gym and operate it in a sustainable and successful manner. We were determined not to lose that community asset. Although not in the fitness sector, I have many years of experience in operations of a successful charitable organization in the Lower Mainland. My husband who is disabled, had a great career in business and education and together we have built a remarkable Board of Directors of talented community leaders who are dedicated and committed to making this a successful reality modelled on a similar organization called MOVE in Victoria. As mentioned, we have incorporated the not-for-profit as a society and are currently working on gaining charitable status to allow for a strong fundraising campaign to garner operating money.

With the lease currently with QCEWS about to expire, we are here to ask you to join us in this project as our partner. We would like to request that the School Board waive the rent on Room #12 at the Commons in Qualicum Beach to us, Oceanside Integrated Fitness Society, as the tenant for a period of one year and in lieu of rent, we provide access to the School District to use the adapted fitness facility, during a mutually agreed schedule, as an asset for use with the disabled children located within the

district's boundaries. At the end of that term, both parties would assess that arrangement to determine its value to the School Board and if it should be terminated or possibly expanded.

The most important issue to acknowledge, is that there **is** a very functional adapted fitness facility in Oceanside through a lot of commitment and generosity of a number of people and agencies, not least of all the School District and it would be tragic to let it die for a few hundred dollars. It is a wonderful community asset that should be nurtured and part of that is ensuring it is programmed to its maximum capacity. Not operated solely by one agency, but through community collaboration and partnership, not creating more silos. Small communities survive and thrive by working together. This endeavour could perhaps include the School District, VIHA, the Regional District and support of local physiotherapists. We just need you to say yes to this request.

Please find attached a list of the dedicated community members who make up the Board of Directors of Oceanside Integrated Fitness Society. Together, with them, we can make this work.

Thank you so much for your time and consideration!

Linda Feil

Chair – Oceanside Integrated Fitness Society.



**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, May 21, 2024
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Elaine Young

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

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.

2. PRESENTATIONS (10 MINUTES)

None

3. PROJECT UPDATES

a. Oceanside Community Track

Director of Operations Munro shared that there was now real progress on the track as the contractors were on site moving the DRC portables and now excavators were moving dirt and removing the old cinder surface. He spoke to the accessibility considerations that would be built for access from both ends of the track as well as blocks being installed for stabilization and seating on the Renz Road end. A sod turning event was scheduled for May 22 at 9:00, with access from the Renz Road parking lot.

b. False Bay School

Director of Operations Munro provided a brief update on the submission for this project and indicated that he was in discussions with the consultants in getting the report into the Ministry by the end of May. It was shared that with the anticipated Provincial election in the Fall, the Ministry wanted to fast track as many projects as possible in anticipation to the slowdown while a new Government was determined.

4. ITEMS FOR DISCUSSION

a. Facility Closures of Qualicum Commons and Craig Street Commons

Secretary Treasurer opened the discussion by referring to his briefing note that captured the background and details that had been shared on the rationale for this discussion.

As noted in the brief, the schools were closed for educational purposes in 2014 after extensive community engagement. Since that time, they have been available for community rental opportunities that have included childcare programs, independent schools, dance and movement programs, community support agencies, local business and regional recreational programs. It had been shared as recently as last month that, although the rental revenues cover most of the operating costs associated with running the facilities, there is no funding to support the capital needs for these buildings. While the Ministry funds Capital projects for educational facilities and schools, they do not fund operational, administrative or non-educational/closed sites; those costs have to be borne by local capital funds.

There was some discussion regarding the opportunities that could provide funding as well as the impact on the community if these facilities are lost for rental use.

The recommendation for discussion and a decision was supported to be forwarded to the May Regular Board Meeting.

5. INFORMATION ITEM(S)

a. Capital Plan Bylaw No. 2024/25 - CPSD69-02 Letter (with addition of Ballenas Secondary HVAC)

Secretary Treasurer Amos shared that this letter is an amendment of the 2024/25 Minor Capital bylaw and now includes the addition for the BSS HVAC project that was just approved. This item will go forward to the Regular Board meeting for approval.

b. 2024/25 Major Childcare Capital Submission

Secretary Treasurer Amos spoke about a capital request that was recently submitted to the Ministry. The request is to have two childcare facilities to be located on the Winchelsea Learning Centre property in Parksville and on the Qualicum Beach Elementary property in Qualicum. If successful, these facilities could include childcare programs as well as early learning opportunities, such as preschool programs and outreach programs. It was discussed that this is just a preliminary request to the Ministry and that if the Ministry supports the plan then a more detailed proposal will follow and would include more extended conversations with partners in what these facilities could incorporate. It was indicated that the Board supported the submission previously and would need to ratify that decision at its May Board Meeting.

c. 2024/25 Annual Facility Grant Spending Plan

Director of Operations Munro spoke to the planning the goes into the development of the spending plan. Discussions with operations staff and facility administrators create the list of projects which are then prioritized in order of costs and timing associated with each. It was shared that with the Oceanside Track project going on at Ballenas this summer, some funds have been set aside to support additional work that may be required at that site. It was also shared that, due to the success and support for the Summer Works Program, a decision was made to have the program funded through the AFG this year as that line item was recently eliminated from the 2024/2025 Operating Budget due to budget shortfalls. The spending plan was supported to be presented to the Board at the May Regular Board Meeting.

d. 2023 Climate Change Accountability Report (CCAR)

Secretary Treasurer Amos presented the CCAR with a recommendation to bring it forward for receipt approval at the Regular Board Meeting and gave a brief presentation highlighting the recent trend in energy savings which directly translates to reduced GHG emissions. He indicated that although this is good news it will need a couple years to see if this continues. The data indicates that although there is a slight increase in paper and fleet fuel consumption, building emissions have declined significantly. It was shared that there are likely a few contributing factors to this decreased energy usage in the facilities such as change in how the HVAC units are managing the air flow, district awareness on the energy impact of open doors and windows, the solar arrays are now fully operational at all their locations, and there is better management of the DDC controls.

e. Accessibility Planning Committee

In the interest of time, this item was deferred until the June meeting.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

- a. Capital Plan Bylaw No. 2024/25 – CPSDSD69-02
- b. Ratification of the 2024/25 Major Childcare Capital Submission
- c. 2024/25 Annual Facility Grant Spending Plan
- d. 2023 Climate Change Accountability Report

7. FUTURE TOPICS

- Accessibility Planning Committee
- Transportation Routing software
- International Student program
- Q4 Financial Summary

8. NEXT MEETING DATE:

Tuesday, June 17, 2024 at 10:30 via video conferencing



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QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Briefing Note

Date: May 21, 2024

To: Finance & Operations Committee of the Whole

From: Ron Amos, Secretary Treasurer

RE: **Closure of Qualicum Commons and Craig Street Commons to Rental use**

Background:

In 2014, after extensive community engagement, the Qualicum School District made the difficult decision to close four of its elementary schools due to low enrolment and foreseen demographic trends. Since that time, the schools, namely French Creek School, Parksville Elementary (Craig Street Commons), Qualicum Beach Elementary (Qualicum Commons) and Winchelsea Elementary (Winchelsea Learning Centre), have been operated predominately as rental space for outside organizations and used as district program space as in the case at Winchelsea Elementary. Organizations such as independent schools, daycare operators, community support agencies, dance studios, and local business have all benefited with the access to these facilities to run their operations.

As has been shared recently and noted in the table below, the rental revenues have generally covered the operating costs associated with the running of these facilities. Costs such as utilities, custodial wages and supplies, insurance and some maintenance costs have been covered so that they have been mostly cost neutral to the School District, and ultimately have not drawn resources away from its primary function of providing public education to the local area.

It is also worth noting that there have been school district and community benefits to having had these facilities occupied during these past years. There has been little vandalism on the sites and the facilities have remained in good condition for appearances sake, which has sometimes been a problem for other school districts with closed schools, and as mentioned previously they have provided valuable community rental space.

While generally the facilities have continued to be well maintained, the issue that has been shared most recently is the District's inability to address the ongoing capital needs that remain outstanding.

Recent reports to the Board have indicated that there is \$4-5 million worth of capital work needing to be addressed at the Qualicum and Craig Street Commons facilities. These costs include new roofing, HVAC units, electrical systems and boilers. It has been shared that, while the Ministry of Education and Childcare provides funding through its Capital Program to address these expenditures in educational facilities and schools, they do not support non-educational facilities, such as administrative, operations or closed/rental facilities; it is left with the local School Board to find the funds to do this capital work, through facility/land sales or by operating fund reserves.

| 2022/23 Financial Estimates | Qualicum Commons | Craig Street Commons | Winchelsea Learning Centre |
|---------------------------------|------------------|----------------------|----------------------------|
| Rental Revenue | 189,420 | 148,470 | 24,662 |
| | | | |
| <u>Operational Costs</u> | | | |
| Custodial | 80,127 | 60,095 | 60,095 |
| Utilities | 58,998 | 65,812 | 49,877 |
| Insurance | 9,225 | 9,225 | |
| Operations cost/cust supplies | 24,968 | 51,935 | 15,000 |
| | 173,318 | 187,067 | 124,972 |
| | | | |
| Operating surplus | 16,102 | (38,597) | (100,310) |
| | | | |
| Future Capital cost | | | |
| Roof | 1,005,000 | 937,000 | |
| HVAC | 1,700,000 | 320,000 | |
| Electrical Safety and Alarms | 200,000 | 200,000 | |
| Electrical System | 150,000 | 190,000 | |
| Boilers | | 175,000 | |
| | 3,055,000 | 1,822,000 | - |
| | | | |
| Source of Capital funding | Local | Local | Ministry of EdCC |
| | | | |
| # of tenants | 14 | 8 | 1 |

It was this rationale that supported the Boards decision in February 28, 2023 to close French Creek School to rental use. The capital costs were just too expensive to support keeping the facility open.

It is now appropriate to turn attention to the same discussion for Qualicum Commons and Craig Street Commons.

Considerations:

While the rationale for this discussion still applies, it is appropriate to understand the impact and effect any closure will have on the tenants involved and the community at large.

There are currently 22 tenants operating in the two facilities, 14 at Qualicum Commons and 8 at Craig Street Commons. Any decision to close will have a great impact on their operations and their ability to find other suitable space to operate.

As had been determined in 2014, and based on more current demographic information, it is not foreseen that these sites will have any immediate need for educational purposes in the near future so a planned closure notice period can be considered.

It is therefore recommended that, should the Board decision be to close these facilities, that the closures not be immediate but, instead, to take place in one (1) year's time in order to provide maximum notice for the tenants to organize themselves.

Recommendations:

That the Board publicly give notice at its Regular Board of May 28, 2024, that the Board is considering the closure of both Qualicum Commons and Craig Street Commons to public and business use to be effective July 1, 2025, and that the final decision be debated and determined at its Regular Board meeting of June 25, 2024.

Respectfully submitted,

Ron Amos

Ron Amos, CPA, CMA
Secretary Treasurer



May 10, 2024

Ref: 299025

To: Secretary-Treasurer and Superintendent
School District No. 69 (Qualicum)

Capital Plan Bylaw No. 2024/25-CPSD69-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- **Carbon Neutral Capital Program (CNCP)**
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

| Project # | Project Name | Project Type | Comments |
|-----------|------------------|--------------|--|
| 150356 | False Bay School | Seismic | Please submit Project Definition Report (PDR) to Ministry as soon as possible. |

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

| Facility Name | Program Project Description | Amount Funded by Ministry | Next Steps & Timing |
|-------------------------------------|--------------------------------------|---------------------------|--|
| Winchelsea Elementary | SEP - Roofing Upgrades | \$700,000 | Proceed to design, tender & construction. To be completed by March 31, 2025. |
| Ecole Secondaire Ballenas Secondary | SEP - Interior Construction Upgrades | \$400,000 | Proceed to design, tender & construction. To be completed by March 31, 2025. |
| Winchelsea Elementary | CNCP - Electrical Upgrades | \$195,000 | Proceed to design, tender & construction. To be completed by March 31, 2025. |
| Bowser Elementary | CNCP - Electrical Upgrades | \$195,000 | Proceed to design, tender & construction. To be completed by March 31, 2025. |

| | | | |
|---|-----------------------------|------------------|---|
| Ecole Secondaire Ballenas Secondary | CNCP – HVAC Upgrades | \$282,000 | Proceed to design, tender & construction. To be completed by March 31, 2025. |
| Arrowview Elementary, Bowser Elementary, Errington Elementary, False Bay School, Nanoose Bay Elementary, Oceanside Elementary, Qualicum Beach Elementary, Springwood Elementary | FIP - Kitchen Equipment | \$100,419 | Proceed to design, tender & construction. To be completed by March 31, 2025. |

New projects for BUS

| Existing Bus Fleet # | New/Replacement Bus Type | Amount Funded by Ministry | Next Steps & Timing |
|-----------------------------|------------------------------------|----------------------------------|--|
| New Route | D (80+FE) with 0 wheelchair spaces | TBD - See Note Below | Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org |

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director Michael Nyikes with any questions regarding this.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

Submission Summary

| | | | |
|---------------------|--|--|--|
| Submission Summary: | Major 2024/2025 2024-05-15 MAIN - CC | | |
| Submission Type: | Capital Plan | | |
| School District: | Qualicum (SD69) | | |
| Open Date: | 2024-04-08 | | |
| Close Date: | 2024-05-15 | | |
| Submission Status: | Draft | | |

| Submission Category | Sum Total Project Cost |
|---------------------|------------------------|
| CC - New Spaces | \$9,000,000 |
| Total | \$9,000,000 |

| CC - NEW SPACES | | | | | Total Project Cost |
|----------------------------|----------------|---------------------------|-----------------------|--|--------------------|
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | |
| 1 | 165381 | Winchelsea Elementary | New (CC - New Spaces) | Stand alone childcare centre for 75 spaces required. Infant - toddler (0-30 months), | \$4,500,000 |
| 2 | 165589 | Qualicum Beach Elementary | New (CC - New Spaces) | Requirement for new childcare facility. | \$4,500,000 |
| Submission Category Total: | | | | | \$9,000,000 |

Submission Summary

| | |
|----------------------------|---|
| Submission Summary: | AFG 2024/2025 2024-05-31 MAIN - K12 |
| Submission Type: | Expenditure Plan |
| School District: | Qualicum (SD69) |
| Open Date: | 2024-04-08 |
| Close Date: | 2024-05-31 |
| Submitted On: | 2024-05-17 11:40 AM |
| Submission Status: | Submitted |
| Version: | Submitted |

| Submission Category | Sum Total Project Cost Submitted |
|---------------------|----------------------------------|
| AFG | \$1,257,387 |

| AFG | | | | | | | |
|----------------|--------------------|------------------------|------------------------|-------------------|---------------|---|--------------------|
| Project Number | Existing Facility? | Facility/Site | Project Type | VFA Requirement # | SD Project ID | Project Description | Total Project Cost |
| 166585 | Yes | | Plumbing (AFG) | | | Repair fire pump. | \$18,000 |
| 166592 | Yes | | Interior Construction | | | New scoreboard for gymnasium. | \$18,000 |
| 166594 | Yes | | Interior Construction | | | Replace existing gym curtain. | \$42,000 |
| 166596 | Yes | | HVAC (AFG) | | | Duct cleaning. | \$17,180 |
| 166758 | Yes | | Site Upgrades | | | New playground border and softfall. | \$22,000 |
| 166765 | Yes | | Interior Construction | | | Locker removal and refresh of socialization area. | \$20,000 |
| 166769 | Yes | | Site Upgrades | | | Install new drainage on back of school building. | \$18,000 |
| 166772 | Yes | | Exterior Wall Systems | | | Structural engineering assessment. | \$17,000 |
| 166780 | Yes | | Site Upgrades | | | Old portable removal. | \$40,000 |
| 166793 | Yes | | Interior Construction | | | Staff washroom upgrade. | \$15,000 |
| 166800 | Yes | | Accessibility Upgrades | | | New wheelchair ramp. | \$12,000 |
| 166804 | Yes | | Site Upgrades | | | Parking lot upgrade with speed calming initiatives, and exterior | \$25,000 |
| 166805 | Yes | | Plumbing (AFG) | | | Septic field maintenance and repair. | \$20,207 |
| 166544 | Yes | Ecole Secondaire | Site Upgrades | | | Sports field and athletics track upgrade. | \$400,000 |
| 166602 | Yes | Errington Elementary | Site Upgrades | | | Activate new well, build new pump house. Top dress field and over | \$55,000 |
| 166583 | Yes | Kwalikum Secondary | Interior Construction | | | Build new office space in administration office area and convert | \$40,000 |
| 166597 | Yes | Kwalikum Secondary | Site Upgrades | | | Removal of old basketball courts . | \$27,000 |
| 166614 | Yes | NanOOSE Bay Elementary | Plumbing (AFG) | | | Hot water tank replacement. | \$10,000 |

Submission Summary

| | | | | | | | |
|------------|-----|-----------------------|-----------------------|--|--|--|--------------------|
| 166775 | Yes | Qualicum Beach | HVAC (AFG) | | | Duct cleaning. | \$30,000 |
| 166777 | Yes | Qualicum Beach | Interior Construction | | | Office flooring replacement. | \$21,000 |
| 166601 | Yes | Springwood Elementary | Plumbing (AFG) | | | Repair fire pump. | \$18,000 |
| 166608 | No | Various | Site Upgrades | | | 12 new basketball hoops being installed at five different sites. New | \$75,000 |
| 166761 | No | Various | Electrical (AFG) | | | Fire alarm, extinguisher, suppression system inspection and testing | \$70,000 |
| 166782 | No | Various | Site Upgrades | | | Landscaping, powerwashing, exterior painting of all sites. | \$70,000 |
| 166785 | No | Various | Electrical (AFG) | | | Upgrading of CCTV on exterior of all sites. | \$60,000 |
| 166792 | No | Various | Site Upgrades | | | New flagpoles for KSS, BSS and Winchelsea. | \$22,000 |
| 166795 | No | Various | Electrical (AFG) | | | Power upgrade designs at NBES, Winchelsea, BES. | \$15,000 |
| 166797 | No | Various | Roofing (AFG) | | | Roof drain cleaning and maintenance. | \$60,000 |
| AFG Total: | | | | | | | \$1,257,387 |

2023 PSO Climate Change Accountability Report

Organization: School District No. 69 (Qualicum)

Declaration statement:

This PSO Climate Change Accountability Report for the period January 1, 2023 to December 31, 2023 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2023 to minimize our GHG emissions and our plans to continue reducing emissions in 2024 and beyond.

Emission Reductions: Actions & Plans:

The Board of Education concluded the creation of a District wide Strategic Plan in 2023. This plan included the following items which are applicable to environmental sustainability:

- Under Values: “Sustainable: Stewardship and care for relationships, personal well-being, finances, and the environment”.

As well the Board has included a mandate of the Finance and Operations Committee of the Whole: “To discuss and make recommendations to the Board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.”

Energy conservation is part of our ongoing work. Efforts to conserve energy are included throughout our 5-year Capital Plan and our Annual Facility Grant project development. In 2023, the district initiated or maintained the following projects which will directly reduce carbon emissions:

- The district continues to evaluate every bus replacement in the context of carbon footprint, so with that in mind, we received our first electric bus in August 2021. We now feel we have some understanding of the right “fit” for an electric vehicle, but recognize that with the current technology the pay back on investment could extend beyond the life of the vehicle. That said, we will continue to review the size and type of buses required to continue to reduce our carbon footprint.
- During the past 6 years the District has invested heavily in Solar/Photovoltaic (PV) array placements and now has 8 sites with placements that continue to help reduce our use of diesel and natural gas and take advantage of this alternate energy source.
- The district continued its waste program at a total of 8 schools to encourage the reduction in the amount of waste removed from school sites, with separation between food waste, recyclables and landfill.
- The district engaged an Engineering firm to review the energy usage of five of its buildings. The goal of the project was to identify opportunities to enhance the buildings’ performance through a process of “tuning up” building systems. In doing so, the intent was to save energy and improve operations without having to undertake a major capital investment. Throughout 2022 and 2023 the District has been active in operationalizing the recommendations that were in the report.

2023 PSO Climate Change Accountability Report

Our Operations and Maintenance department has completed several projects that have implemented controls for heat and lights, retrofits for lighting and replacing plumbing fixtures with low flow units. Operations has continued to monitor the water usage on school fields with meters being installed where possible to monitor the water usage to reduce the need to water, particularly in summer. These are all part of the day to day operational work as well as project based work when Ministry or other funding permits.

Recognizing their role as the leaders of educational change in the School District, the Board created a Climate Action Task Force in 2019, with the intention of broadening the dialogue to include other educational partners including students, staff and administration. The mandate to promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions has now been embedded in the work of the Education Committee of the Whole.

In 2023 we introduced two new initiatives that will further our work in reducing our energy consumption and support sustainability objectives. A new administrative procedure will reinforce the collective responsibility to protect and conserve the environment, and encourage efforts in areas of lighting, heating, ventilation, renovations and new construction and recycling programs. The District will also be exploring with BC Hydro a program to support smaller School Districts in accessing their Energy Manager program.

2023 GHG Emissions and Offsets Summary Table:

| School District No. 69 (Qualicum) GHG Emissions and Offsets for 2023 | |
|--|-----------|
| Total BioCO ₂ | 23 |
| Total Emissions (tCO ₂ e) | 1,830 |
| Total Offsets (tCO ₂ e) | 1,291 |
| Offset Investment (\$25 per tCO ₂ e) | \$ 32,275 |

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and the Carbon Neutral Government Regulation, School District No. 69 (Qualicum) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2023 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive sign-off:

| | |
|---------------------|---------------------|
| | MAY 29, 2024 |
| Signature | Date |
| RON AMOS | SECRETARY TREASURER |
| Name (please print) | Title |

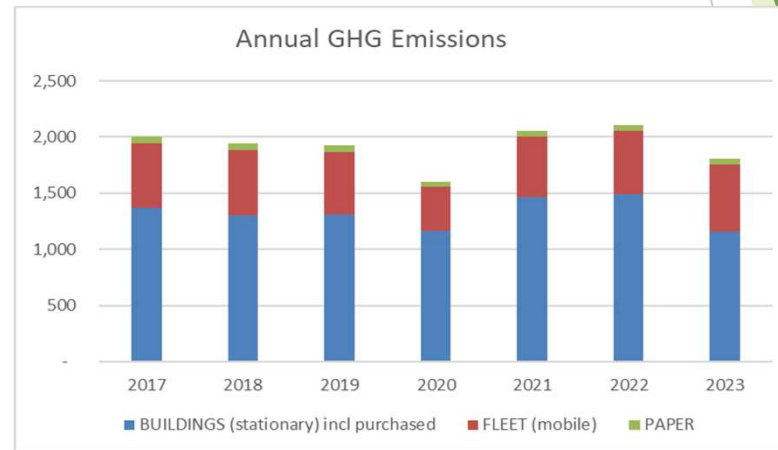
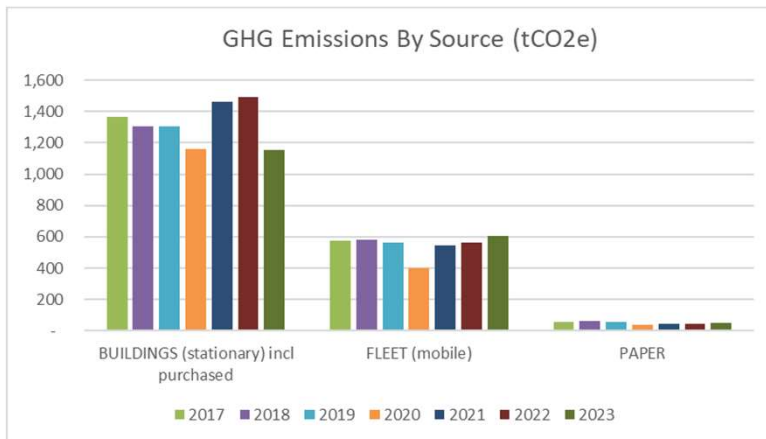


2023 Climate Change Accountability Report (CCAR)

Annual report that all Governmental Agencies are required to file in order to:

- summarize our Greenhouse gas (GHG) emissions
- report the total offsets required for offset investment (carbon tax)
- report on organizational plans to continue reducing emissions

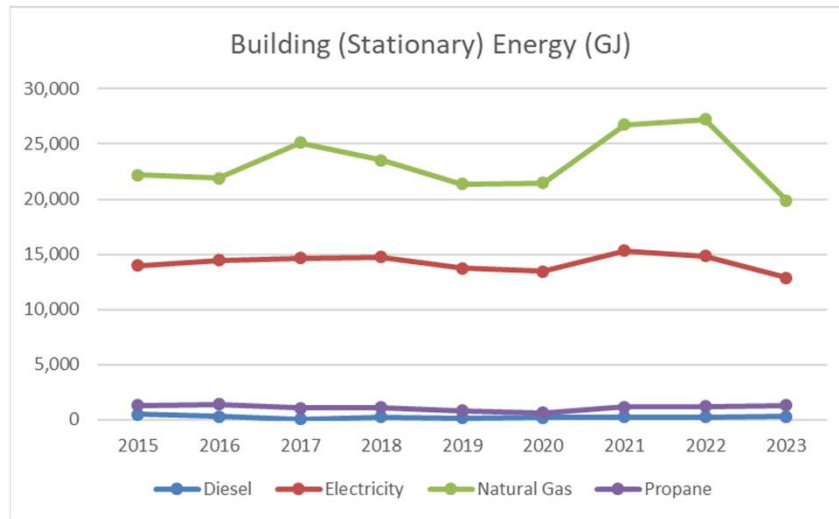
2023 Climate Change Accountability Report (CCAR)



| Total GHG Emissions (* tCO ₂ e) | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| BUILDINGS (stationary) incl purchased | 1,366 | 1,302 | 1,306 | 1,163 | 1,462 | 1,493 | 1,152 |
| FLEET (mobile) | 575 | 581 | 561 | 399 | 544 | 565 | 605 |
| PAPER | 59 | 62 | 55 | 39 | 47 | 48 | 50 |
| TOTAL | 2,000 | 1,945 | 1,922 | 1,600 | 2,053 | 2,106 | 1,807 |
| Total Offsets required, (** net of offset exempt) | 1,520 | 1,461 | 1,439 | 1,288 | 1,594 | 1,630 | 1,291 |
| Offset Investment (\$25 per tCO ₂ e) | \$ 38,002 | \$ 36,525 | \$ 35,975 | \$ 32,200 | \$ 39,850 | \$ 40,750 | \$ 32,275 |
| * tCO ₂ e = Total tonnes of Carbon Dioxide emissions | | | | | | | |
| ** Offset exempt, school buses (yellow fleet) are removed from the offset investment calculation | | | | | | | |

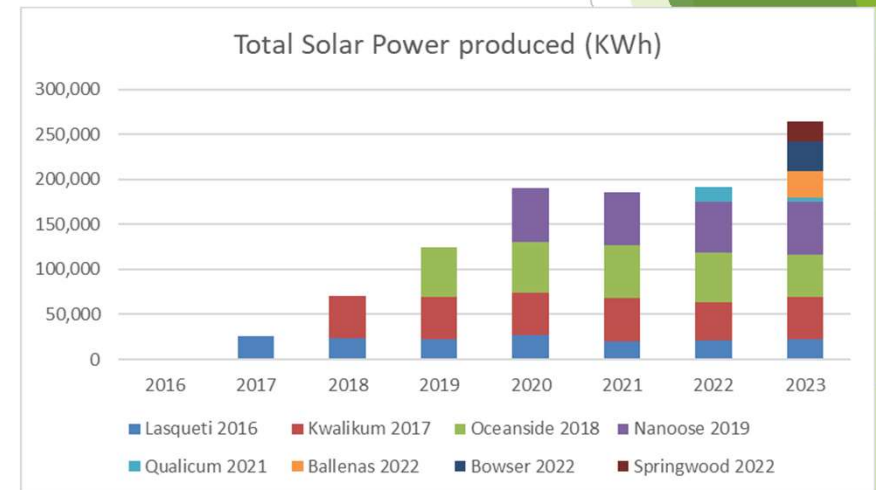
Reduction is from buildings

2023 Climate Change Accountability Report (CCAR)



Some explanations for 2023 reduction:

- Coming out of COVID (2021/2022), HVAC systems were pushed harder due to increased air circulation and Merv 13 filters
- District initiative to be aware of impact of open doors and windows
- All Solar arrays were fully operational
- Better management of DDC controls e.g. Systems can be dialed back on PD days





2023 Climate Change Accountability Report (CCAR)

Other ongoing initiatives:

- BC Hydro working with O&M to optimize our facilities
- Waste program enters Year 3 to reduce waste at all sites
- Energy and water conservation continues to get high priority from O&M
- Continued support of Capital projects directed to DDC controls, heat pumps, electrical and HVAC upgrades

CleanBC target - 40% reduction in emissions by 2030

Qualicum School District - from base year of 2010, if using 2023 total offsets,
down 25%





**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, MAY 21, 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 (Nanoose) First Nations People.

1. INTRODUCTIONS

2. FOR INFORMATION

None

3. FOR DISCUSSION

None

4. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

None

5. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

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

Superintendent Jory stated that the reference to “Personal Digital Devices” has been included in the policy and administrative procedures as per the language requested through Ministerial Order M89. School have also have done some manner of consolation and revised their Codes of Conduct to reflect that change.

Superintendent Jory confirmed that administrative procedure supports teachers in managing device use in their classrooms and ensures that teachers can enforce no-device policies if they choose. The policy changes were not meant to prevent teachers from having conversations about personal digital devices or from students using them as part of an Individualized Education Program (IEP). Teachers who find personal digital devices disruptive and who wish to create a distraction-free environment, will be supported in enforcing stricter rules around the use of personal digital devices in their classroom.

The policy will be presented for second reading at the May Regular Board Meeting.

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

No further suggestions for edits were made.

The policy will be presented for second reading at the May Regular Board Meeting.

6. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING

a. Board Policy 103: School and District Branding

No further edits were proposed for this policy.

The policy will be presented for third and final reading at the May Regular Board Meeting.

b. NEW Board Policy 510: Learning Resources

Superintendent Jory reminded attendees that this was brought forward by the Director of Instruction following a series of regional conversations to ensure that the Board had a statement on learning resources to provide clarity in a time when people are questioning resources and curriculum. He noted that a glossary was considered and it was determined as not being necessary.

The topic of a glossary was discussed further to schools trying to define some of the words that are used so often (such as diversity and inclusivity). It was noted that language is not settled around some references and would be part of a larger topic due to its complexity. It was determined that the policy could be reviewed after it had been in place for a year, at which time any definitions could be added as deemed necessary.

A couple of spelling errors were also noted in the context

The policy will be presented for third and final reading at the May Regular Board Meeting with the corrections made to the spelling errors.

c. Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising

The MATA President recognized the Board for listening and responding to concerns from staff who really wanted to utilize sponsorship in the community. The proposed wording in the policy supports that endeavour.

Trustee Kellogg advised that she had conversations with trustees and a principal from neighbouring districts who have implemented a method of advertising. Feedback was positive with it being noted that they were honoured that there were community members willing to support the athletic and other extra-curricular programs.

Further to a query from Trustee Austin, attendees also considered the word “branding” in the context and it was decided that “influence” would provide more clarity.

Superintendent Jory also referred to an addition to No. 7 on the policy to clarify the reference to ‘temporary basis’.

Trustee Kellogg expressed her appreciation to staff of the Athletic Department for bringing the topic of sponsorship forward with such detail, which assisted the committee in drafting wording to include in the policy and administrative procedures.

The policy will be presented for third and final reading at the May Regular Board Meeting with the suggested edits.

7. FUTURE TOPICS

- a. Other bylaw/policy reviews as required.

8. NEXT MEETING DATE

Monday, June 17, 2024 via Microsoft Teams



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 1 of 2

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 **and M89**) 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 personal digital devices 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.



QUALICUM SCHOOL DISTRICT

BOARD POLICY 700

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 2 of 2

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](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core 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

These Administrative Procedures are written in support of Policy 700: *Safe, Caring, and Inclusive School Communities*.

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)(M89)]*.

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



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

4. 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.
5. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
6. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
7. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
8. 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 15th of each school year (*attached form*).
9. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
10. The school's Code of Conduct shall be posted publically.
11. 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.

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](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: **2022.11.22**



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Context

The School Act repeatedly and clearly states that all students have a right to an education. The ~~Special Needs Students Order (M235/07)~~ states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.” **It is recognized that within an inclusive school environment that there may be rare occasions in which adults must use extraordinary measures to prevent a student from harming themselves or others.** The Ministry sets out the guidelines in the *Physical Restraint and Seclusion in School Settings* document.

Policy Statement

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

Guidelines

The Board expects:

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

Definitions

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

References

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)

Dates of Adoption/Amendments

Adopted: 2018.11.27

Amended: **2022.06.28**

DRAFT



Purpose

These administrative procedures are written in support of Policy 804: Physical Restraint and Seclusion of Students.

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

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

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

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

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

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

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

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

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

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

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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

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

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

References:

- [Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended: 2022.06.28: **2022.11.22**

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

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

DEFINITION OF VIOLENCE:

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

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

The Employee MUST:

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

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

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

The Principal/Supervisor MUST:

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

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.

- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

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

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services **Support** (if required as per Policy 700)

Redacted Copies:

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

- a) CUPE
- b) MATA
- c) ~~General~~ Manager of Operations – **Safety and Transportation**

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

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) District Principal, Learning Services **Support** (if required as per Policy 700)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) ~~General~~ Manager of Operations – **Safety and Transportation** (in a sealed envelope)



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

Page 1 of 2

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 and 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

- [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

**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). **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>**

Policy Statement:

The purpose of this policy 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, and the outside world** 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. 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.
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. 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 or want to access view the resources. 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](#)).**

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 **supported by the** 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 **supported by the** 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 **supported by the** 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 **supported by the** 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](#)
- [Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)

Dates of Adoption/Amendments:

Adopted:

Amended:



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

Page 1 of 1

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 influence” 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 [Board Policy 101: Projects – 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, meaning for the duration of a single event, athletic season, or the school year, as approved by the school principal.

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

Page 1 of 2

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.~~

Local businesses or donors may be solicited for sponsorships of extra-curricular or co-curricular opportunities in exchange for limited space advertising. Such advertising may appear in school publications such as yearbooks or tournament programmes, or on a portion of a gymnasium wall with the principal's approval.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

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

Page 2 of 2

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



**Qualicum School District
Education Committee of the Whole Report
Tuesday, April 16, 2024
Via Video Conferencing
10:30 a.m.**

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.

SCHOOLS AND/OR PROGRAMS

Planning for Each Student Learning and the Learning Support Handbook

Tandy Gunn, District Principal of Learning Support, provided an overview of inclusive learning and equity in educational practices. The discussion revolves around the need for a common understanding of inclusion and equity, highlighted by a review conducted by Kyle Burke. The committee has developed an operational guide called "Planning Learning for Each Student," emphasizing a shift from planning for all students to planning for each student individually. This guide aims to operationalize the District's commitment to inclusion and continuous improvement.



Key points include:

- Emphasizing the importance of inclusion and equity in educational practices.
- Highlighting the link between assessment, literacy, and numeracy in fostering inclusive learning environments.
- Defining inclusion as ensuring each student feels welcomed and supported to participate fully in school life.
- Encouraging meaningful alignment in planning for all students, including those with individual education plans (IEPs).
- Acknowledging the need for flexible programming to accommodate diverse student needs.

Tandy discussed the distribution and utilization of the learning support handbook, which includes essential resources and guidance for staff members. While the content is primarily available on the District's staff portal, the handbook aims to streamline access to the most commonly referenced materials.

There is a consideration of how best to introduce and integrate the handbook into staff practices, including:

- Providing opportunities for staff to review the handbook during learning support meetings.
- Involving staff in the development process to ensure relevance and completeness.
- Incorporating the handbook into the onboarding process for new staff members.
- Ensuring existing staff members are aware of the handbook and its importance to the District's direction.
- Soliciting feedback from staff to identify additional needs and supports for furthering the work outlined in the handbook.

The goal is to ensure that staff members at all levels are equipped with the necessary resources and guidance to support inclusive learning practices effectively.

Assessment and Communicating Student Learning Plan

Rudy Terpstra, Director of Instruction discussed the assessment and communicating student learning plan, emphasizing the importance of not overwhelming schools, principals, and teachers with multiple initiatives. Instead, the focus is on creating literate, numerate citizens by incorporating principles of inclusivity and student engagement. The plan aligns with the District's mission of embracing curiosity and joy for learning and integrates ongoing formative assessments, district assessments, and communication of student learning to support student engagement and achievement.

| | Students will: | Educators will: | Tasks/Assessments will: | Leaders will: |
|-----------------------|--|--|--|--|
| To Belong and to Give | Each student is able to share their learning with others | Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting | Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged | Each leader will create time and space for educators to learn, about, practice and collaborate on creating safe spaces and tasks/assessments |
| To Learn | Each student is able to choose different tools and strategies to access the learning and meet the goal | Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs | Each task/assessment will provide students with choice in how to access the learning and reach the goal | Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies |
| To Grow | Each student can articulate their learning goal, describe where they are at, as well as next steps | Each educator will design tasks based on formative assessment and co-creating criteria and steps | Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps | Each leader will provide opportunities and model assessment practices that lead planning and improved student learning |

Key points include:

- Aligning assessment practices with the District's Strategic Plan, which emphasizes inclusivity, relevance, and flexibility.
- Recognizing the significance of assessments in informing teaching practices and promoting student growth.
- Incorporating indigenous perspectives and the principles of truth and reconciliation into assessment practices.
- Ensuring alignment between district-wide assessments, provincial assessments, and classroom assessments to support continuous improvement.
- Providing resources and guidance for teachers through a comprehensive guide linked to the planning for each student framework.

The focus is on providing teachers with practical guidance and resources to effectively implement assessment practices that support student learning and achievement.

These two presentations will be brought forward as recommendations for approval to the Regular Board Meeting on May 28.

SOCIAL JUSTICE AND EQUITY

Pride Month

Rudy discussed various initiatives and updates related to Pride Month within the school district including:

- Resource Sharing:** He shared a poster resource outlining the significance of Pride Month, emphasizing community, love, friendship, and the ongoing fight for LGBTQ+ rights. Schools are encouraged to personalize this resource for their own use.
- District Sharing:** The District will release a statement to remind everyone of the significance of Pride Month. This statement may be displayed on banners on the website. Trustee Austin suggested having a banner in the newspaper acknowledging Pride month and one for Indigenous History month.
- Actions Taken:**
Recent actions within the Qualicum School District include:
 - Both high schools now have two flagpoles to fly their pride flags.

- Change room retrofits with private stalls and showers, including gender-inclusive change rooms, are underway at Bolinas and KSS.
- A learning resources policy reflecting sensitivity to diversity and positive role portrayals, including LGBTQ+ issues, is coming to third reading.

d. Events and Activities:

High schools have numerous events planned throughout the month, while elementary schools will also participate with various activities to highlight Pride Month and promote acceptance and inclusivity.

Karri Kitazaki, President of DPAC, shared that in a recent DPAC meeting, attendees voted unanimously to allocate funds for benches at each of the schools, including two at the high schools. These benches will serve as pride ventures or inclusive representation benches, promoting inclusivity and diversity within the school community. They are currently collaborating with Phil Munro, Director of Operations and Maintenance, and the District to implement this initiative.

Overall, the District is actively working to promote inclusivity, respect, and acceptance for all members of the community, with specific initiatives tailored to support LGBTQ+ rights and visibility during Pride Month.

<https://www.awarenessdays.com/awareness-days-calendar/pride-month-2024/>

National Indigenous History Month

Each school will work with the Indigenous Education Department to include materials and activities supporting Indigenous History Month. The District will include this on their website banner and perhaps in the newspaper.

June is [National Indigenous History Month](#) and June 21st is [National Indigenous Peoples Day](#).

SHARED LEARNING

Community of Practice – Student Engagement and Attendance

Director of Instruction Terpstra reported that he had led a project with a team that included high school principals, counselors, administrators, and other staff members to address the issue of student engagement and attendance. They conducted interviews with students who had missed the most classes at the high schools, focusing on Indigenous students and those with mental health designations. Mark, one of the counselors, shared his experiences conducting these interviews, highlighting the diverse reasons behind students' lack of attendance, including negative past experiences, struggles with mental health, and competing priorities outside of school. The team aimed to understand these students' experiences deeply to develop strategies for improving their engagement.



What is your team's equity challenge?

What are the experiences of Indigenous students and/or students with mental health designations that are contributing to a lack of attendance in schools/classrooms?

What did your team want to address?

How do we engage the students who are not attending ?

Katie Marren, District Principal of Indigenous Education Programs, emphasized the importance of listening to the most vulnerable students in the system to design interventions that would benefit more than just the interviewees. She noted that the interviews revealed unexpected themes, such as the significant role of mothers in students' lives and the importance of nurturing and care for their well-being. The team plans to share their findings with teachers, administrators, and students to develop collaborative strategies for improving student engagement and attendance. The team identified that students felt successful when they experienced care and nurturing, with many recalling feelings of success from their kindergarten experiences. Katie emphasized that kindergarten teachers' role in providing care, such as helping with basic tasks like tying shoes and opening snack packages, was crucial for students' well-being. The importance of care at home was also highlighted, particularly for students who faced challenges outside of school.

Empathy Interviews 10 students, 3 schools, 14 ?'s

1. What experiences felt good or successful at school?
2. Tell us about a time you experienced success or belonging in school.
3. Tell us about school and your experiences as a learner.
4. Is there an assignment or example of learning from school that you feel most proud of? If they identify something, ask if they have the artifact and if they would share it with us later.
5. We notice that you've missed a lot of school, can you tell us about this?
6. What classes do you go to and why?
7. Tell us about a time when you did attend more often? Why was that? What changed?
8. Who notices when you are not there?
9. Tell us about a time you experienced success or belonging in school.
10. Who do you live with?
11. Tell us about your family's relationship with school/education?
12. What are you interested in, good at or passionate about?
13. What can adults do to positively support your attendance? Teachers? Admin?
14. If there is one thing you could change about school, what would it be?

Director of Instruction Terpstra noted that some students had generational negative experiences with education, which impacted their engagement with school. The team recognized that students engaged in behaviors like vaping, using drugs, or skipping class to cope with anxiety and feelings of not belonging. Moving forward, the team plans to focus on creating environments where students feel a sense of belonging and care, addressing their diverse needs and understanding what care truly means to them. They aim to develop strategies to provide the kind of care that students seek out, fostering a supportive and nurturing atmosphere in schools.

Reflections

- What has your team learned through this process?
 - We've been reminded of the importance of care in schools. Many students spoke about the need to be cared for, either by their mothers or by the staff.
- How have you as individuals and a collective team grown?
 - We feel more aware. We've listened and not jumping to how do I fix it.
 - Connect the dots vs. collect the dots
- What impact has your work had on students/school?
 - Students felt like they were seen and heard. They were interested in sharing with us, but they are skeptical about the changes we can make.
- What are your hopes and dreams for the future of this work?
 - We hope and dream to create a space where students feel valued and a sense of care from the adults in the building. We want student voice to be reflected in their learning environments.

Superintendent Jory emphasized the need to challenge the default response of implementing more rules, supervision, and consequences when students exhibit avoiding behaviors like leaving the classroom. He acknowledged that this mindset is deeply ingrained due to past experiences and the historical approach of the education system. However, he highlighted that the data indicates this approach is not only ineffective but also counterproductive, as it pushes students further away from the classroom environment. He further emphasized the importance of blending expectations with kindness and nurturing to create a supportive atmosphere where students feel comfortable and confident. He stressed the need to find a balance between maintaining expectations and providing support to help students re-engage in the classroom effectively. This approach aims to maximize students' confidence and comfort levels, ultimately encouraging them to stay in class longer and actively participate in their education.

INFORMATION

Coffee with Trustees – Next one is Wednesday, June 5 at Bowser Elementary School at 2:45 p.m.

| COFFEE WITH TRUSTEES SCHEDULE | |
|-------------------------------|---------------|
| BOWSER ELEMENTARY | JUNE 5 @ 2:48 |

Learning Grant Presentations – Monday, June 17th at 3:30 – 6:00 pm at Sunrise Ridge Resort

ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

a. Planning Learning for Each Student Plan

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the Planning Learning for Each Student Plan as presented.

b. Assessment and Communicating Student Learning Plan

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the Assessment and Communicating Student Learning Plan as presented.

UPCOMING TOPICS

TBD

NEXT MEETING DATE

Tuesday, June 18, 2024 at 2:30 p.m. via Microsoft TEAMS



PLANNING LEARNING FOR EACH STUDENT

The Learning Support review process for 2023-2024 has culminated in a plan designed to align educational strategies with the District's Strategic Plan. This plan emphasizes the importance of Truth and Reconciliation, literacy, numeracy, and assessment, ensuring that each learner's journey is thoughtfully considered and supported. The plan reflects a commitment to inclusion and continuous improvement, fostering an environment where each student can thrive academically and personally.

The Qualicum School District Goals are: *To Learn; To Give; To Grow; To Belong*

Truth and Reconciliation:

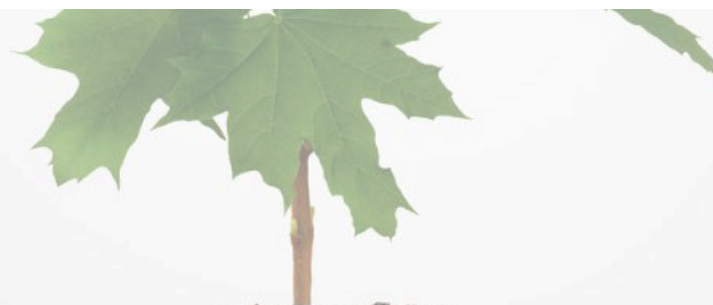
Education plays an important part in Reconciliation and learning should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum Nations, then of our local Indigenous students, then of the Indigenous Peoples in Canada, and then of the Indigenous Peoples around the world.

Assessment, Literacy and Numeracy:

Assessment informs planning and drives learning forward by gauging what students know, do and understand which increases student engagement. Literacy and numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy apply in all areas of learning.

In the Qualicum School District, we work to provide an inclusive, equitable education for each learner.

- This means that each student attends and is welcomed by their neighbourhood schools in age-appropriate classes and are supported to learn, contribute and participate in all aspects of school life.
- We believe in meaningful, aligned planning for each student of varying backgrounds, abilities and learning styles that foster resilient students who can contribute to our diverse society.
- We develop and design our schools, classrooms, programming and activities so that each student has appropriate opportunities to learn and participate together.





Planning Learning for Each Student:

| | Students will: | Educators will: | Tasks/Assessments will: | Leaders will: |
|-----------------------|--|--|--|---|
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Resources to Support Your Planning:

Indigenous Education (Truth and Reconciliation in QSD)
Learning Framework
Assessment Plan
Learning Support Roles and Responsibilities

Additional Handbooks for Your Reference:

Employee Handbook
Accessibility Plan
Handbook for Learning Support



Assessment and Communicating Student Learning Plan

The mission of the Qualicum School District is to embrace a spirit of curiosity and joy for learning that challenges everyone to become informed and confident designers of their own future. Assessment informs planning and moves learning forward by gauging what students know, do, and understand within our competency driven curriculum. Qualicum School District utilizes ongoing formative assessment, district assessments and communication of learning to ensure student engagement.

The Qualicum School District Goals are: *To Learn; To Give; To Grow; To Belong*

Truth and Reconciliation:

Qualicum School District continues to realize the important role that education plays in Truth and Reconciliation and recognizes, as the First Nations Leadership Council pointed out to the Minister of Education:

“literacy and numeracy results are important indicators of the educational success of First Nation learners, and are informed by legal commitments and obligations to meet the objectives of the United Nations Declaration on the Rights of Indigenous Peoples required under the Declaration on the Rights of Indigenous Peoples Act” (November 18, 2021)”

In the Qualicum School District, we work to provide an inclusive, equitable education for each learner.

Qualicum School District believes that learning is inclusive, relevant, and flexible with student voice and choice infused into instructional design and assessment practices (*Qualicum School District Strategic Plan, “Principles of Learning”*).



For the District to support inclusive and equitable learning across the system, district wide assessments as outlined in this Assessment and Communicating Student Learning (ACSL) Plan will be used in conjunction with provincial assessments to inform classroom, school, and district improvement efforts.

In Qualicum School District each learner will participate in:

- Ongoing formative assessment,
- District and Provincial assessments, and
- Communication of student learning.



[ACSL GUIDE HERE](#)

All of this work is guided by our Planning Learning for Each Student:

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