



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, OCTOBER 22, 2024
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 282 151 234 751

Passcode: X4z3wf

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: September 24, 2024 p 1-11
- b. Ratification of In Camera Board Meeting Minutes: September 24, 2024 p 12
- c. Ratification of Special In Camera Board Meeting Minutes: September 9, 2024 p 13
- d. Receipt of Reports from Trustee Representatives
 - Early Years Table – Trustee Young p 14

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 22, 2024, as presented (or amended).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES

- a. Responses from Public Notices re: Craig Street Commons and Qualicum Commons p 15

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**10. DISTRICT PARENTS ADVISORY COUNCIL****11. ACTION ITEMS****12. INFORMATION ITEMS**

- a. **Superintendent's Report** (Peter Jory)
- b. **Preliminary Enrolment Report** (Gillian Wilson) p 16
- c. **Class Size Report** (Gillian Wilson) p 17
- d. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT (Trustee Kellogg) p 18-19
a. **2024-2027 Financial Plan** p 20-42

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) receive the 2024-2027 Financial Plan as presented.

14. POLICY COMMITTEE OF THE WHOLE REPORT (Trustee Flynn) p 43-44
a. **For Information:** p 45-47

Administrative Procedure to Board Policy 700: Safe, Caring and Inclusive School Communities.

b. Board Policy 605: Fiduciary Responsibility 48-49

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) first reading to adopt Board Policy 605: *Fiduciary Responsibility*.

c. Board Bylaw 1: Board of Education p 50-57

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) third and final reading to adopt the revisions to Board Bylaw 1: *Board of Education*.

d. Board Policy 107: Use of Educational Property for Child Care p 58-60

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 107: *Use of Educational Property for Child Care* and its attendant Administrative Procedures.

15. EDUCATION COMMITTEE OF THE WHOLE REPORT (Trustee Young) p 61-62**16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

17. TRUSTEE ITEMS

- a. Vancouver Island School Trustees Association (VISTA)** *(Trustees Kellogg/Flynn)* **p 63**
Fall Meeting Report

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, SEPTEMBER 24, 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
Ryan Brennan	Director of Instruction – Human Resources
Phil Munro	Director of Operations
Andrew Lee	Vice Principal, Ballenas Secondary School
	Qualicum District Principals and Vice Principals Association

Education Partners

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

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations. 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 Vancouver Island.

She then acknowledged that September 30th is the National Day for Truth and Reconciliation.

3. ADOPTION OF THE AGENDA

The Early Years Coalition report was moved from the consent agenda to Trustee Items and two additional topics were also added under Trustee Items.

24-85R

Moved: Trustee Young *Seconded:* Trustee Kurland

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: August 27, 2024
- b. Approval of Special Board Meeting Minutes: August 27, 2024
- c. Ratification of In Camera Board Meeting Minutes: August 27, 2024
- d. Ratification of the Special In Camera Board Meeting Minutes: July 5, 2024
- e. Receipt of Ministry News Releases
 - More certified teachers coming to BC schools
 - Cellphone restrictions in schools
 - Minister's statement on return to school
 - Further expansion of \$10-a-day child care will benefit BC families
 - Indigenous families will benefit from more Aboriginal Head Start child care spaces

24-86R

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 September 24, 2024, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS**a. 2023-2024 Audited Financial Statements**

Leanne Souchuck, Auditor – MPS Chartered Professional Accountants, reported on the audit completed for the district's most recent fiscal year ending June 30, 2024. She had reviewed the audit in detail with trustees earlier in the day and then provided a high level overview. In their opinion the financial statements present fairly in all material respects the financial position of the school district as at June 30, 2024. The results of the year then ended in accordance with the Budget Transparency and Accountability Act of BC.

No material errors or misrepresentations were found in the financial statements that were prepared by the district; therefore, a clean audit opinion has been issued. Ms. Souchuck noted that the district had an operating deficit for the year of \$428,000 and the accumulated operating surplus at the end of the year totaled \$1.2M and has been appropriated for various future use (Note 13), operating revenues for the year were \$58.9M and operating expenses were \$59.2M (Schedule 2). During the year the district spent \$57.7M on salaries and benefits, \$12M on services and supplies and \$2.9M on capital projects. There are various schedules and notes within the financial statements for those wanting more detail. There is also a financial statement discussion and analysis which provides a good summary of the findings for the year.

Leanne Souchuck acknowledged the cooperation of trustees, management and staff throughout the audit and the audit team appreciates the working relationship they have with them.

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

None

7. BUSINESS ARISING FROM THE MINUTES

None

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Katie Tickell, MATA Vice President, spoke to the following:

- Acknowledgement of September 30th, a time to reflect on Indigenous Truth and Reconciliation and Calls to Action. As a social union MATA supports increased access for First Nations to learn and grow within our education community and initiatives to increase the hiring of First Nations into leadership roles as support staff, teachers, administrators and senior administrators. Increasing the representation of FN within the K-12 public education sector is an achievable goal. The MATA Truth and Reconciliation Chair, Amanda Young, is looking forward to working with Indigenous district leadership together with Snaw-Naw-As and Qualicum Nations to build relationships that can further enhance First Nation participation in education.
- October 5th is World Teachers Day and as it falls on a Saturday this year, MATA will be visiting schools on Friday, October 4th to leave appreciation gifts in staff rooms to thank teachers for all their hard work, commitment, and dedication to supporting and teaching the district's student.
- As a provincial election is approaching, MATA will be hosting a virtual all candidates forum on Wednesday, October 9th from 4 to 5 p.m. To date, Stephanie Higginson (NDP candidate) and Adam Walker (Independent candidate) have committed to the forum. A link will be sent closer to the date.
- This is the local bargaining year for MATA and the employer and MATA looks forward to their bargaining sessions with management which will be scheduled between November 2024 and February 2025. MATA looks forward to respectful productive bargaining between the union and the employer.
- Given the unfortunate budget deficit identified at the beginning of the school year, many of the positive initiatives that are highlighted in the Framework for Enhancing Student Learning Report may be cut to balance the budget, and reductions are most often to those resources that directly support students and, if cut, will have significant effects on children's' learning. The current model for the public education system is a flawed and underfunded model. MATA hoped and expected that trustees bring this to the attention of the Ministry of Education and Child Care and request that it set its funding priorities to those that directly support students. MATA urged all stakeholders that believe in public education to be vocal and pressure government to invest in public education.

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

Ewen Rycroft, CUPE Local 3570 President, expressed concern about the current state of affairs in the district, including precarity of members positions, the safety and inclusion of students, and the decision by management to recoup the district's deficit from support staff paychecks and student support. The workload on staff has been increasing with additional demands for paperwork and reduction hours directly affecting support staff. This affects staff morale and negatively impacts on the district's marginalized vulnerable students and their families. Those actions go against management's previous statements that they would minimize the impact on students.

Additionally, the district's policy regarding busing are also problematic as they are resulting in special needs students missing out on instructional time and inclusive education opportunities and also has wider implications for their families. The Union strongly believes that Management should reconsider its decision and prioritize the wellbeing and support of the students and the staff.

10. DISTRICT PARENT COUNCIL (DPAC)

Ray Woroniak, DPAC President, commented on the following:

- The first DPAC meeting of the year was held in person on Wednesday, September 18th at the Qualicum Commons. This year there will be a change to the agenda format with questions and ideas on specific topics forwarded to Trustees, senior staff and/or union representatives which DPAC would like addressed at a future DPAC meeting.
- DPAC will be holding hybrid meetings this school year in the hopes it will help more parents learn and become familiar with the technology used by the district. The meetings will also be recorded and shared with all parents to allow equal access to the discussions, information and to be informed as to how and why DPAC reaches any decisions.
- DPAC elections will be held at the October meeting for vice-president, treasurer, secretary and directors at large. Nominations have been received for each of those positions and DPAC looks forward to working with staff, trustees, unions and parents.
- The Oceanside Commons Society spoke as a delegation at the September DPAC meeting and DPAC voted to support the Oceanside Commons Society proposal and will be writing a letter of support to the Board.
- DPAC was pleased to hear MATA will be hosting an all candidates debate and expressed appreciation to MATA for organizing that event.

11. ACTION ITEMS

a. 2023-2024 Audited Financial Statements

Secretary Treasurer Amos

i. Indigenous Education Targeted Funding

Secretary Treasurer Amos advised that the three recommendations coming forward to the board are the basis to which the financial statements were prepared. The Indigenous Education Grant is targeted and the mandate is for that funding to be spent in that domain. Therefore, if it is not spent in one year, the mandate is to carry it forward to the next budget year, during which time that funding must be spent.

24-87R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) request approval from the Ministry of Education to underspend the targeted Indigenous Education funding for the 2023-2024 school year in an amount of \$104,931; and,

THAT the Board of Education of School District No. 69 (Qualicum) confirm that the surplus has been allocated and will be spent on Indigenous Education programs in the 2024-2025 fiscal year.

CARRIED UNANIMOUSLY

ii. **Schedule of Internally Restricted Surplus**

Secretary Treasurer Amos referred to Note 13 in the financial statements, which indicates the line item for funds appropriated for future operating budgets, which ensures there is always money in a reserve fund.

24-88R

Moved: Trustee Kurland *Seconded:* Trustee Kellogg
THAT the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.
CARRIED UNANIMOUSLY

iii. **Use of Remaining Local Capital**

Secretary Treasurer Amos referred to Schedule 4 which speaks to the district's other capital funds. Local capital funds are those realized as a result of remaining unspent bylaw capital as well as money received for the sale of land and buildings. The sale of two small parcels of land created a small local capital fund that the district has been using over the course of the last few years. Some of those funds were used to kickstart the Ballenas track project and to put some money into the white fleet. Staff are now asking for the Board's approval to spend the remaining for the final white fleet purchases.

24-89R

Moved: Trustee Young *Seconded:* Trustee Kellogg
THAT the Board of Education of School District No. 69 (Qualicum) support using the remaining balance of local capital in the amount of \$137,997 for the purchase of white fleet vehicles.
CARRIED UNANIMOUSLY

iv. **2023-2024 Audited Financial Statements**

24-90R

Moved: Trustee Flynn *Seconded:* Trustee Kurland
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2023-2024 Audited Financial Statements as presented.
CARRIED UNANIMOUSLY

b. **Appointment of Auditors**

Chair Flynn reviewed the history of the current appointment of auditors following a Request for Proposal three years prior which resulted in the appointment of the current auditing firm. She noted that there was an option to extend for an additional two years. It is anticipated that the Board would initiate another request for proposal for auditors during at the end of the 2024/2025 fiscal year.

24-91R

Moved: Trustee Flynn *Seconded:* Trustee Kurland
THAT the Board of Education of School District 69 (Qualicum) extend the appointment of MacLean Pazicka Souchuck Chartered Professional Accountants as the District's auditors for a two-year term for the 2024-2025 and 2025-2026 fiscal years.
CARRIED UNANIMOUSLY

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported on the following:

- The Qualicum School District is back in session and all schools and operations are functioning smoothly.
- After a spring of preparations, school principals and their teams have been working hard to successfully implement and enforce the new cell phone legislation. The initial feedback has been positive, with a noticeable reduction in the visibility and use of cell phones in schools.
- The Superintendent also revisited the contentious issue from last year regarding anti-SOGI protests. He emphasized the district's transparency and openness in sharing curriculum and resources with concerned parents. He reflected on the importance of addressing misinformation and shared that the recent protests related to this issue were minimal, expressing hope that people may be gaining a clearer understanding of the situation.
- A more pressing issue was the decline in student enrollment, which has direct implications on district funding. The district is down nearly 2% in enrollment, contrary to expectations of stability. This decline is partly attributed to broader provincial trends, as well as the recent accreditation of a private special needs program, which has attracted some students eligible for supplementary funding.

The financial impact of this enrollment drop is significant, with the district facing a budget shortfall of approximately \$1.2 million, a million of which the district is seeking to address immediately. This has necessitated staffing adjustments to mitigate the impact. The district has managed to limit the majority of reductions to rescinding new postings to minimize disruption. Specific reductions outlined include:

- Teaching staff reallocations, reductions, and non-replacements: \$420,000
- Reductions to Education Assistant (EA) hours: \$300,000
- Surplus in the communication position and non-replacement in Finance: \$100,000
- Operations and maintenance restructuring and supply reductions: \$100,000
- ISP school allocations: \$70,000
- Education operational budget reductions: \$50,000

A common question raised during such budget shortfalls is why exempt staff, such as administrators, are not part of the immediate reductions. The Superintendent explained that these staff have contracts that would need to be honored, so any reductions among exempt staff are only considered as part of long-term forecasting, not for immediate financial relief.

The Superintendent pointed out that the district spends a high percentage of its budget on education staffing compared to similar sized districts. This leaves little flexibility when funding dips, as there are few non-staffing areas to cut. The district's surplus is also significantly smaller than it ideally should be, further limiting financial maneuverability.

Another concern raised was the rise in staffing replacement costs, which have increased from \$1.4 million to over \$2.4 million in recent years. This is an unfunded cost to the district, and the administration is working on

strategies to manage these costs more effectively. The goal is to ensure more funds can be allocated to direct educational needs.

- The Superintendent emphasized the importance of district staff presenting the district positively to the public. The district is high-performing, with a solid strategic plan, strong academic achievement, and a significant focus on putting funds into classrooms. Negative public commentary from staff without complete information could inadvertently influence families to explore alternative schooling options, which would exacerbate enrollment declines and further impact district staffing and resources.
- The Superintendent pointed out that the provincial election period began on September 21, with voting scheduled between October 10 and 19, and a new government to be formed on November 2. The Superintendent encouraged everyone to participate, noting that the outcome could have a significant impact on education in the province.
- In closing, the Superintendent thanked all those involved in supporting learning within the district, expressing gratitude for their continued dedication to the students of the Qualicum School District.

b. Preliminary Enrolment Report

Gillian Wilson, Associate Superintendent, provided additional information on the district's current preliminary enrolment report as of mid-September, which caused some concern regarding enrolment being lower than projected. Therefore, staff are considering ways to right-size the budget now versus trying to do so later in the year as well ensuring that students not yet registered are connecting and any new students to the district who may have a designation have the correct paperwork in place so any required supplemental funding can be claimed.

She gave credit to the system which is working hard to ensure the district is not missing any students as it is important for them to be connected in schools as well as to support our enrolment. The final enrolment report will be provided at the October Regular Board Meeting.

c. Educational Programs Update

Gillian Wilson, Associate Superintendent, commented on the following:

- The Associate Superintendent advised that she has been working with the Integrated Child and Youth Team (ICY) and shared a presentation providing the background to how the Pathway of Hope developed the ICY, how the district fits into the ICY teams, and who, where and how the ICY teams serve. There are currently 20 communities that have ICY teams in BC with no more being planned across the province. Associate Superintendent Wilson then provided an overview of the various phases of the Care Transformation, noting that the ICY Team is in the third phase of Community Specific Integration and has hired a team lead, who started on September 26th. The next step is to hire the district's clinical counsellor and peer support worker.
- Last year the district successfully applied to the Virtual Foundry to be part of Preventure which provides drug awareness, resiliency strategies based on an individual's personality tendencies and provides group work to build strategies to have some better refusal skills. Counsellors in the district are being trained in the Preventure program as facilitators, other district staff will be in what are called 'Champion' roles and then the Child and Youth Care Workers will be called 'Workshop Aids' where they can support the groups that are going to do the Preventure curriculum. The Preventure

curriculum will be provided to the Grade 8s through a survey process which will identify their personality style and whether they qualify to be part of a group or a workshop format and then the workshop will take place based on those personality tendencies. The alternate program will use the concept of the program but not run their students through it.

- Truth and Reconciliation is of importance and district staff and students are wearing orange and do their part to think about what everyone can do as individuals on their own personal journeys around Truth and Reconciliation. The Indigenous Education Department is invaluable in supporting staff; to teach, train, educate, support all employees and students. Truth and Reconciliation is not just a day in district schools, it is embedded in the daily teachings and learnings for staff and students.

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

- Educators, school administrators and trustees are joining senior administrators for learning about, with, and from the Local Nations during a four-part learning series titled *Culturally Responsive and Inclusive Schools: Classrooms Using Circles*. The first session will be held on October 3rd.
- Staff are excited to move forward in our learning on Literacy and Numeracy. The Foundation Skills Assessment take place in October where students show their learning. A session is planned in October to provide principals with data from last year's FSA results, determine some assessments and link them to some of the actions that the schools are doing.
- The Human Services cohort has launched in the Career Education Department with students taking courses this semester for accreditations and having practicum experience next semester. Additional details were included in the Education Committee of the Whole Report by Trustee Young.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. 2025-2026 Minor Capital Submission

Secretary Treasurer Amos noted that the minor capital submission is a continuation of the annual cycle of major/minor capital submissions that go to the ministry. The month of September addresses the minor capital, which is for projects under \$2.5M [i.e. playgrounds (PEP), carbon neutral capital programs (CNCP), school enhancement funds(SEP)].

Director of Operations Munro then reviewed the proposed minor capital plans, and stated that there is some strategy in the way districts present their cases for funding of these types of projects. He outlined which of the proposed projects that would be most likely to be approved by the Ministry for funding.

24-92R

Moved: Trustee Kellogg *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) support the 2025-2026 Minor Capital Plan submission as presented.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT**a. Board Bylaw 1: Board of Education****24-93R***Moved:* Trustee Flynn*Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) second reading to adopt the revisions to Board Bylaw 1: *Board of Education*.

CARRIED UNANIMOUSLY

b. Board Policy 107: Use of Educational Property for Child Care**24-94R***Moved:* Trustee Flynn*Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 107: *Use of Educational Property for Child Care*.

CARRIED UNANIMOUSLY

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Young referred to her report as provided in the agenda package, and advised that the committee is seeking presentations from students, educators, and parents/caregivers on environmental stewardship, climate action, social justice and equity, in order to highlight the work that is ongoing in those areas. She also noted that the date for Coffee with Trustees at False Bay School no longer works for scheduling purposes so that will be revisited.

a. Framework for Enhancing Student Learning (FESL)

Superintendent Jory provided the history leading to the creation of the FESL to be provided to the Ministry. The report not only provides the information requested by the ministry but is also beneficial in leading to deeper conversations within the learning community. The work that goes into developing the FESL, including the deep dive into the data and the conversations with school staff, should lead to actually development of more refined strategies, deeper thinking and Superintendent Jory believes it is having that impact, and the connection to the Strategic Planning is growing. He invited people to read the document noting that at the back there is a description of the district's strategic planning process (the SET model) and the connection between the Strategic Plan and the work going on in schools. There is also a chart that outlines how the district thinks those things are going to impact achievement outcomes.

24-95R*Moved:* Trustee Young*Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve the Framework for Enhancing Student Learning Report as presented.

CARRIED UNANIMOUSLY

b. School Codes of Conduct

Superintendent Jory noted this was the second year of using a new format to adopt a district-wide template. Each school's code of conduct now has a matrix which they have selected or developed at the school level. There are a series of items that everyone must include and other items that are legislative in nature and required to be included in a school code of conduct. The intention with the new

version is to get away from the more punitive model and try to come to a place where it is articulate in an aspirational way that schools are intentionally developing a positive learning environment and staff and students are aspiring to be respectful, to be good citizens, and focusing on learning. That roll out has gone well and the one recent addition was phrasing which supports a distraction free learning environment in regard to the use of personal digital devices. How much detail schools provided was left up to each site as it needed to be an authentic collaborative consultation process at the school level.

Superintendent Jory added that there is a good review process at the school level before the documents are submitted to the Superintendent for a final review prior to being presented to the Board.

It was suggested that it might be more relevant to adjust the timelines so that the Codes of Conduct are approved prior to the start of the school year. i.e. June or August. Superintendent Jory agreed that presenting them in August would be possible.

24-96R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) receive the School Codes of Conduct for the 2024-2025 school year as previously presented at the Education Committee of the Whole.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

a. Board External and District Committee Representatives/Trustee Liaison Schools for 2024/2025

A correction was made to indicate Trustee Austin as the representative to the Early Learning and Child Care Council of Oceanside (ELCCO) and Trustee Austin would be suggesting to ELCCO that have a representative at the Early Years Table.

Otherwise, the representative appointments were as presented. Trustees will also be advising the Chair who would be the Trustee representatives at each of the monthly District Parent Advisory Council (DPAC) meetings.

The updated Trustee Liaison list was also presented for information.

Trustee Austin advised that trustees had considered changes to the dates and times of the committee of the whole meetings; however, at this time, no changes were made to the current schedule or which meetings would or would not be recorded. She encouraged whomever is writing the committee reports to ensure that the reports are fulsome and detailed to capture the flavour of conversations that have occurred at those meetings.

b. Early Years Table Report

Trustee Young highlighted the many resources available to the community that are provided by the groups in the Early Years Table. She also mentioned that the

Annual Coombs Candy Walk will be held on October 31st and Spooktacular at Storybook Village will be held on Thursday, October 24th.

c. Qualicum First Nation Indigenous Resource Kits

Trustee Young referred to a recent Open House held on September 5th at the Qualicum First Nation Hall to display the Indigenous kits created by the Qualicum First Nation from funding received to create and distribute free Indigenous resource kits province-wide over the next three years. She praised the Qualicum First Nation for the work in creating impressive informative learning kits, which reflect the teachings of each local First Nation.

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



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT SEPTEMBER 24, 2024 Via Video-Conferencing

ATTENDEES:

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Ryan Brennan	Director of Instruction – Human Resources

The Board of Education discussed the following topics:

- Audited Financial Statement
- Legal
- Land
- Labour Relations
- Personnel

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

- Legal

Chairperson

Secretary Treasurer



QUALICUM SCHOOL DISTRICT
SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT
SEPTEMBER 9, 2024
Via Video-Conferencing

ATTENDEES:

Trustees

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

Administration

Ron Amos	Secretary Treasurer
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The Board of Education discussed the following topics:

- Personnel

The Board of Education passed motions on the following topics:

- Personnel

Chairperson

Secretary Treasurer



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years Table/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: October 10, 2024

Groups in Attendance:

Oceanside Building Learning Together (OBLT), Qualicum School District (QSD), Metis Nation, Arrowsmith Recreation (ACRA), Society of Organized Services (SOS), SOURCES, Qualicum First Nation, and Regional District of Nanaimo (RDN).

Deep Discussion re: TICTAC Review (SOS)

Round to assist in the program evaluation of TICTAC (a pre-school aged program)

The Round led to a further discussion and brainstorming regarding current challenges:

1. Quality staff in Daycares who understand developmental stages are not solidly tied to age. (For example toilet trained by aged 3) and who have an understanding that behaviour is a way of communicating.
 - RDN has “inclusion workers” for their programs.
 - Could we provide professional development?
 - Could we access some already existing pro-d?
2. Further collaboration for example to provide support to follow the child (AKA Jordan’s principle)
3. Funding pressures for all
 - Work toward clarifying services and not duplicating.
 - Collective resource calendar for upcoming events and for planning to eliminate overlap.
 - Who could handle this from among the group?
4. Other topics
 - Finding families who are not connected until kindergarten
 - Transportation and Transit

October Events:

- **Spooktacular**
October 24, 4-6 PM Storybook Village
An opportunity to go through the houses and to connect with community partners and learn more about services.
- **Coombs Candy Walk**
October 31 6-8 PM with fireworks at the end
Coombs Fairgrounds
Come and see the haunted barn and other scary stuff!!!

Date of Next Meeting

- November 14 at Noon via Teams



QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Briefing Note

Date: October 24, 2024
To: Board of Education
From: Ron Amos, Secretary Treasurer
RE: **Qualicum Commons and Craig Street Commons – Public responses to the consideration of closures**

Background:

At the May 28, 2024 Regular Board Meeting, the Board announced that it was considering the closure of both Qualicum Commons and Craig Street Commons to public and business use and that the decision would be made at the next Board meeting on June 25, 2024.

At the June 25, 2024 Regular Board Meeting, it was confirmed that an interested party had come forward and proposed a longer-term solution for one of the sites. This proposal caused the Board to consider whether there were viable alternatives other than the outright closure of one or both of these sites.

At that meeting, it was suggested that the motion be postponed and, while recognizing that the Board does not have the funds to support these two facilities, it would allow a period of public notice for interested parties to come forward with potential proposals for the two sites. Further, a report would be provided to the Board for consideration in October and a final decision would be made on the two properties at the Board's November Regular Board Meeting.

On this recommendation, staff advertised a public notice for a period of 90 days seeking community input as to the best use for these sites and inviting written comments from the public on or before October 11, 2024. During the 90-day notice period, staff received over 60 written comments from various individuals and organizations. The majority of the responses were in support of what would be a proposal of the Save the Commons community group that is seeking to run the operations and management of the facilities on behalf of the current tenants.

Other responses covering a range of comments and ideas included:

- the desire to demolish and rebuild,
- to work with the City of Parksville or Town of Qualicum for recreational opportunities,
- to keep it for community uses; and,
- to subdivide and sell the properties to raise funds for other capital needs.

Considerations:

While the general nature of the comments is in support of retaining the buildings and working with some outside organization to take over the overall property management, there are only two groups that have come forward asking for consideration.

Prior to any decision on the closure of the sites it would be prudent for the Board to consider the viability of any received proposals in order to provide reasonable confidence that the proposals could work.

In the meantime, staff will reach out to the proponents to further discuss their proposals. As well, if the Board wishes to hear from them directly, that could be arranged accordingly.

Qualicum School District
Preliminary Enrolment Summary
(as of September 27, 2024)

10/9/2024

Facility Name	Prog	Cap	Sept 2023 Actual	2024-25 Budget	Sept 2024 Prelim	Change From Budget
Ballenas	Reg	950	756	727	797	70
	FI		109	135	125	-10
Kwalikum	Reg	900	764	799	752	-47
PASS	Alt		49	50	47	-3
Subtotal (Secondary)		1850	1678	1711	1721	10
Arrowview	Reg	340	306	286	285	-1
Bowser	Reg	220	179	189	180	-9
Errington	Reg	365	276	280	249	-31
False Bay	Reg	50	25	24	22	-2
Nanoose Bay	Reg	390	348	339	324	-15
Springwood	Reg	510	495	511	513	2
Qualicum Beach	Reg	440	414	404	404	0
Oceanside	Reg	510	146	148	148	0
	FI		351	338	344	6
Subtotal (Elementary)		2825	2540	2519	2469	-50
School Based Total		4675	4218	4230	4190	-40
Continuing Ed	CE		1	10	5	-5
CEAP	OL		189	175	172	-3
TOTAL ENROLMENT			4408	4415	4367	-48
International Student Program			136	150	149	-1



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QUALICUM SCHOOL DISTRICT

Class Size Report - October 1, 2024 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	Choral Music Concert Choir 10, 11, 12	38
Ballenas Secondary School	Instrumental Music: Concert Band 10, 11, 12	41
Kwalikum Secondary School	ADST 8 – General Explorations, Music 8	34
Kwalikum Secondary School	Music 8 and 9, Choral Music: Concert Choir, 10, 11, 12	32
Kwalikum Secondary School	Photography 11, 12	31
Kwalikum Secondary School	Pre-Calculus 12	32

This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (a) is in compliance with the provisions as defined in the School Act and related regulations and,
- (b) is appropriate for student learning.

Respectfully submitted,

Gillian Wilson
Associate Superintendent



**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, October 15, 2024
Via Video Conferencing
10:30 a.m.**

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Facilitator: Trustee Carol Kellogg

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

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

1. PRESENTATIONS (10 MINUTES)

None

2. PROJECT UPDATES

a. Oceanside Community Track

Director of Operations Munro provided an update of the Track project indicating work on the rubberized surface has been held up due to the weather slowing down the installation. The community has provided enormous support to the company doing the installation with meals and accommodation in order to do the work within budget, but the weather has forced them to shut down for the season. The final rubberized coat will be installed in the spring along with the grass/hydro seeding of the infield. It was shared that the track was always intended to be closed for this winter season to allow the grass to develop and to keep the surface free of dirt and mud while the turf grows in.

b. False Bay Elementary replacement

Director of Operations Munro shared that the final project report for the False Bay School replacement has been submitted and it is hoped that the Ministry will be in the position to approve the project in the coming months. The submission includes additional space for a shared gymnasium and multipurpose room for school and community events and includes additional meeting/break out rooms for the staff and students. The submission also includes an additional request to have the teacherages replaced along with the school. Once the project is approved further school and community engagement will occur to communicate construction schedules and any other additional information that could arise.

3. ITEMS FOR DISCUSSION

a. Craig Street and Qualicum Commons Properties

Secretary Treasurer Amos provided an update on the responses received from the public notice request for input on the future use of the two properties. The responses were varied and included suggestions to sell off the properties, work with local government to provide recreational facilities, or keep and invest in them for community needs. The majority of the responses were in support of the Oceanside Community Group's proposal to take over and run both sites as community-led property managers. The Board will review all proposals received, a staff report will be presented to the Board at its October Board Meeting and, at its November Board Meeting, the Board will make a decision as to what will happen with the two properties.

5. INFORMATION ITEM(S)**a. September 30 Enrolment Summary**

Secretary Treasurer Amos reported that the September Enrolment Snapshot has been submitted to the Ministry, with the Echo review to be done in the next week. As reported at the September Board Meeting, overall enrolment numbers are down. Particularly, the elementary school numbers are below projections by 50 students; however, secondary are slightly higher, resulting in an overall decline of 48 students. This decline, along with the previously reported loss of students with special needs designations, will mean that operating revenues will be lower than budgeted. The budget reductions announced in September anticipated this revenue decline; therefore, the amended budget will likely be balanced, once most of the revenues are confirmed. It was shared that this decline is similar to what other school districts are reporting and will need to be considered in developing the district's enrolment projections for future forecasts and budgets.

b. Q1 Financial Summary

Assistant Secretary Treasurer Hung reviewed the 1st quarter summary with the Committee noting that most expenses are where they should be at this time of year. Some areas continue to be monitored such as replacement costs and supply costs. There are also some known revenues that are yet to be realized and will be included in the amended budget process in early January.

c. Multi-Year Financial Report

Secretary Treasurer Amos provided a walk-through of a multi-year financial report that is being recommended by the Ministry as part of the annual report out to the public. The document is part of an effort to provide greater transparency and accountability to stakeholders with regards to the development of financial processes and reporting. It will be shared publicly at the October Regular Board meeting and will be posted along with other financial documents.

d. Transportation Routing Software

Director of Operations Munro shared some of the work in developing new transportation routes with the help of the new software. He highlighted that with 1900 registered riders, the routes are now more efficient resulting in an average of 15 minutes less in ride time for most riders. Pickup/drop-off zones have been reviewed for better safety and effectiveness, and now that the drivers have Tablets, they can ensure who is on the bus at any time.

6. ITEMS FOR RECOMMENDATION TO THE BOARD**a. 2024-2027 Financial Plan for receipt as presented****7. FUTURE TOPICS****a. Statement of Financial Information****b. Updates on Other Capital Projects****8. NEXT MEETING DATE:**

Tuesday, November 18, 2024 at 10:30 via video conferencing

9. ADJOURNMENT

QUALICUM
SCHOOL
DISTRICT



2024 - 2027

FINANCIAL PLAN

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Purpose

The 2024 – 2027 Multi-Year Financial Plan (the “Plan”) is developed in accordance with the requirements as outlined by the Ministry of Education and Child Care (the “Ministry”). The Plan provides greater transparency and accountability to stakeholders with regards to the development of financial processes and reporting. The Plan is also developed to outline the alignment of financial decisions that support the Strategic Priorities as developed by the Qualicum School District’s Board of Education (the “Board”), and to set financial direction for the development of the annual budget.



District Overview



The **Qualicum School District** (the “District”) resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations. The District is centrally situated on east Vancouver Island and serves a student population of approximately 4500 students. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS/Woodwinds) and a Distributed Learning program to support home-learning families called the Collaborative Education Alternative Program (CEAP). The district French Immersion program is available at École Oceanside Elementary and École Ballenas Secondary Schools.

As a major employer in the area, the District contributes to the local economy. The District's commitment to environmental sustainability through energy and water-saving programs, fuel choices and fuel efficiencies, recycling, and other measures contributes to reducing the area's carbon footprint. This commitment is shared not only with staff but also with our students.

The District welcomes community organizations and community members into our schools. Parents, seniors, peer and intergenerational mentors can be found in various programs throughout our district. The Board's mandate has expanded beyond K-12 to include early and adult learning. This underscores the work the District has undertaken both in the early years - through ***Oceanside Building Learning Together***, and in adult years - through Adult and Continuing Education programs. Our work with ***Decoda Literacy*** is helping us look at the resources in the community for literacy support as well as gaps we need to address.

Our communities support our schools in a variety of ways. Support for school events, fundraisers, and scholarships for graduating students all point to the phenomenal support our students and schools have from businesses, organizations, service groups and individuals.

Board of Education



Trustee Julie Austin
Vice Chairperson
 Electoral Area F.

Trustee Eve Flynn
Chairperson
 Electoral Area E.



Trustee Barry Kurland
 Electoral Area H.

Trustee Carol Kellogg
 Electoral Area G.



Trustee R. Elaine Young
 Electoral Area G.



The Board is Comprised of Five Locally Elected Officials (the “trustees”).

Electoral Areas E, F, G, and H are represented by the trustees.

- Area E** → Nanoose Bay (portion of District of Lantzville)
- Area F** → Coombs, Hilliers, Errington, Whiskey Creek and Meadowood
- Area G** → City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo Area G (French Creek, Dashwood, Englishman River), qathet Regional District Area E (Lasqueti Island)
- Area H** → Shaw Hill, Qualicum Bay, Deep Bay, Bowser

The Board has established a set of Guiding Principles for Organization Decision-Making which they use as a touchstone for the decisions they make as a Board. These *Guiding Principles* are reviewed annually and reflect the qualities the Board looks for in schools and work sites across the district.

- Our primary focus is to meet the needs of all learners where they are, and planning for the next steps in their journey.
- The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with, and for, our learners.
- Parents and the broader community are our partners in education – we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students.
- People are the most valuable asset in our organization – we invest in this asset when we provide opportunities for employees and volunteers to further their own knowledge, skills and competencies in deep, purposeful and relevant ways.
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels – we expect everyone in our district to demonstrate a commitment to system change and improvement.
- We care deeply about the impacts of our work – that is evident when we access and use credible information to develop plans, measure progress and inform decision-making.



Public education has a key role to play in creating an understanding of the harm caused by colonialism and residential schools, as well as an obligation to move forward on a path toward reconciliation.



Roles and Responsibilities

The trustees engage our communities in building and maintaining a school system that reflects local priorities, values and expectations. They listen to their communities, guide the work of their school district and set plans, policies and the annual budget.

Trustees perform a variety of important duties including establishing educational and administrative policies and regulations, as well as advocating for enhanced government funding for the educational, operational, and capital needs of the District. The Board, through its trustees, guides the work of the Superintendent and the members of the administrative staff who provide the day-to-day leadership and management of the District.

The Board and its trustees are committed to transparency and have adopted the Ministry's financial governance requirements. These requirements include the development of an annual budget which is guided by the District's vision and includes a consultative budget engagement process. The Board and trustees are also committed to a thoughtful and student-centred approach to balancing the budget each year.

Alignment with Strategic Plan

7

The Strategic Priorities

- To Learn -** Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school.
- To Give -** Student leading local and global change
- To Grow -** Supporting all learners in pursuit of equity of outcomes
- To Belong -** Developing critical social skills and all the strategies necessary for a healthy self



Priority Alignment

To Learn -

- Resources to provide flexible, student-centered learning environments that lead to improved student outcomes
- Funding for opportunities to develop practical and life skills that are meaningful and beneficial for success beyond school.
- Staffing and in-service training for educators and staff to provide the knowledge and frameworks required to promote student inquiry.
- Focus on the promotion of student achievement including local and provincial assessments, and successful and meaningful graduation.

To Give -

- Core funding for promotion of student led events, student voice, and Indigenous student leadership.

To Grow -

- Budget allotments to support professional development for assessment and reporting.
- Capital funds allocated to prioritize the maintenance of school environments that provide clean, safe, and welcoming learning spaces.

To Belong -

- Budget provisions to support the needs of diverse learners.
- Allocation of funds to help create school environments that are supportive of physical, mental, and emotional wellness.
- Supporting the professional growth of educators and staff to be able to teach, model, and support awareness of self, express kind and respectful communication, solve conflict in peaceful ways, and take responsibility for their actions.



BUDGET DEVELOPMENT OVERVIEW

October - December

- Staff adjustments
- Grant Recalculations

Amended Annual Budget adoption
(by Feb 28)



July - September

- New School Year
- School Start Up
- Section/Classroom Adjustments

January - March

- Information Gathering/Survey
- Enrolment/Staffing Projections
- **Inclusion of Multi-year Planning***
- Partner/Public info sessions

Grant Announcement (mid-March)

April - June

- **Follow up with Partners/Public**
- **Board/Management Discussions**

Annual Budget adoption by (June 30)

PERIOD

DETAILS

October -
December

- Adjustments to staffing are made based on finalized student enrolment counts.
- Grants are recalculated to reflect the finalized enrolment numbers.

January -
March

- Information gathering period that includes internal and external surveys.
- Enrolment projections are established to determine staffing requirements.
- Partner and public information sessions occur during this period.
- Grant announcements from the Ministry occur in mid-March to provide funding details.
- Amended Annual Budget for the current fiscal year is adopted by February 28th.

April - June

- Follow-up discussions and consultation with partners and public.
- Board and management discussions to finalize decisions.
- Annual budget adoption occurs by June 30th.

July -
September

- New fiscal year begins.
- School start up occurs in September.
- Classroom adjustments are made to accommodate enrolment.

COMMUNITY ENGAGEMENT

*"The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners."
(SD69 Board of Education's Guiding Principles for Organizational Decision-Making)*



The District aligns its community engagement with the “Goals of the external communications plan”. These include:

1. Implement ongoing communication strategies that are focused on consistent, inclusive, open, and transparent communications.
2. Build trust and garner support in the district and school communities by ensuring stakeholders and the public have timely access to information about district initiatives, issues, programs, and activities.
3. Foster strong relationships by providing opportunities for stakeholder engagement in public education.
4. Enhance and appropriately represent the district's identity/brand.

Community engagement opportunities that occur during the Budget Development cycle include but are not limited to the following:

- Committees of the Whole
- Surveys / Questions
- Individual Stakeholder Meetings
- Town Hall Meetings
- Budget and Financial Literacy Sessions
- Email Feedback
- Social Media Engagement

Information gathered from the above engagement opportunities are incorporated into the District's Multi-Year Financial Plan to further align with the Strategic Priorities and support of the enhancement of student outcomes within the capacity of available resources.

GRANT FUNDING

The Province funds public education annually and utilizes a funding formula to allocate the funds proportionately to the boards across the Province.

The funding includes 3 types of funds:

Operating

Annual program revenues and expenditures are reported within the Operating fund and Special Purpose fund (see below). Annual and accumulated surplus within the Operating fund are important indicators of financial performance and financial health for school districts. This is because school districts are not permitted to budget for or incur an accumulated deficit position. This means when a school district has accumulated operating surplus available it can be used to budget for future expenditures and to reduce financial risk associated with unforeseen expenditures.

Special Purpose

The Special Purpose fund includes grants and school generated funds that are restricted for a specific purpose. Annual and accumulated surplus is always zero because revenues are recognized only as related expenditures occur (deferral method of accounting). Examples of Special Purpose funds may include:

- Annual Facilities Grant
- Federal French Funding
- Learning Improvement Fund
- Classroom Enhancement Fund
- Strong Start
- Ready, Set, Learn
- Community Link
- School Generated Fund
- Student and Family Affordability Fund
- Feeding Futures Fund



GRANT FUNDING - CONTINUED

Capital

The Capital fund reports investment in and financing activities related to capital assets. Capital contributions from the Province are accounted for using the deferral method of accounting, whereby recognition of capital funding revenue is spread out over the life of the related capital assets to match with the amortization expense which reflects the use of the asset over its life. This means capital fund revenues are not a reflection of funding actually received in a given year. Also, capital revenues only offset amortization expense in the capital fund to the extent assets were funded by provincial capital grants. As many capital investments are funded by operating revenues (recorded as transfers of accumulated operating surplus to the capital fund), the capital fund normally reports an annual deficit.



The following is a discussion on the Financial forecasts that make up the School District planning work for the next three years.

2024 - 2027

FINANCIAL PLAN

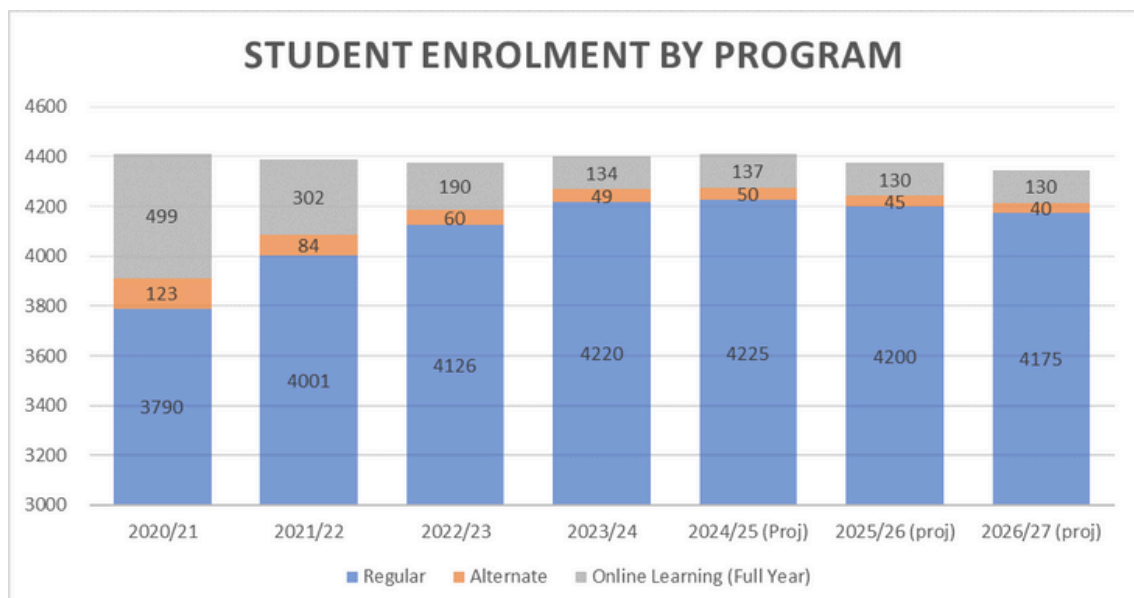
Student Enrolment

The most significant source of school district funding is generated by the student population. Funding is provided for basic student enrolment, as well as a number of supplement funding categories.

The Ministry of Education and Child Care collects student enrolment data three times per school year, September, February and May (online learning only). The Operating Grant is then adjusted accordingly to reflect actual enrolment. The International Education program enrolment utilizes available classroom space once resident students are all placed in classrooms and is funded by student fees.

For financial planning purposes the Ministry requires three-year enrolment projections, the first year provides the information that is used to calculate the estimated Operating Grant allocation that then is used for the Annual Budget cycle. Year two and three estimates are used to facilitate provincial and district based budgeting and financial planning. Each year the projections are updated using current statistics, local knowledge and trends.

The chart below includes historic enrolment figures, as captured in the Data Collection cycle, as well as estimates for the next three years.



The table below shows the enrolment by programs as well as student counts that have funding significance within the Funding Allocation System (FAS).

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
Student Enrolment (Full Year)							
Regular	3,790.125	4,001.313	4,125.563	4,219.875	4,225.0	4,200.0	4,175.0
Alternate	123.000	84.000	60.000	49.000	50.0	45.0	40.0
Online Learning (Full Year)	498.938	302.000	189.813	134.063	137.0	130.0	130.0
	4,412.063	4,387.313	4,375.375	4,402.938	4,412.0	4,375.0	4,345.0
International Student Program							
	57	155	157	135	135	135	135
September Enrolment Count							
K-12 Standard (Regular) Schools FTE (School-Age)	3,790.125	4,001.313	4,125.563	4,219.875	4,225.0	4,200.0	4,175.0
Continuing Education FTE (School-Age)	-	-	-	-	-	-	-
Alternate Schools FTE (School-Age)	123.000	84.000	60.000	49.000	50.0	45.0	40.0
Distributed Learning FTE (School-Age)	312.438	185.625	109.438	77.750	77.0	70.0	70.0
Adult Education FTE (Non-Graduates only)	2.125	0.750	1.938	0.625	-	-	-
	4,227.688	4,271.688	4,296.938	4,347.250	4,352.0	4,315.0	4,285.0
Home Schoolers							
	24	19	27	26	26	25	25
Supplemental Funding Categories							
Level 1 Special Needs FTE	6	4	4	2	2	1	1
Level 2 Special Needs FTE	202	195	198	203	197	185	185
Level 3 Special Needs FTE	77	72	87	109	125	95	95
High Incidence	234	235	267				
English Language Learning FTE	62	80	79	65	65	65	65
Indigenous Education FTE	487	488	516	544	544	540	540
February Enrolment Count - CE/OL							
Continuing Education FTE	0.500	0.375	0.500		-	-	-
Online Learning FTE	111.875	74.188	45.063	33.313	35.0	35.0	35.0
May Enrolment Count - CE/OL							
Continuing Education FTE	0.625	-	0.750		-	-	-
Online Learning FTE	71.375	41.063	32.125	22.375	25.0	25.0	25.0
Funded FTE (Full Year)	4,412.063	4,387.313	4,375.375	4,402.938	4,412.0	4,375.0	4,345.0



Multi-Year Estimates - Operating Revenue

Using the district's enrolment projection to calculate the estimated operating grants, then accounting for other known or anticipated revenues, the following reflects the overall expected revenue in each of the next three years. The board will manage and allocate their funding based on local spending priorities that align with both the mandate of the Ministry of Education and Child Care and the school district strategic and operational plans.

	2024/25	2025/26	2026/27	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Est.	Est.	Actual	Actual	Actual	Actual	Projected	Projected	Projected
	per pupil	per pupil	per pupil	Funding	Funding	Funding	Funding	Funding	Funding	Funding
OPERATING REVENUE										
Ministry of Ed Grants				47,244,111	47,170,892	49,628,525	53,378,770	54,650,263	53,464,741	54,063,417
Off shore Tuition				1,370,654	3,661,653	3,917,837	3,654,088	3,900,000	3,650,000	3,650,000
Miscellaneous				981,628	1,089,802	1,571,374	1,912,072	1,785,000	1,720,000	1,550,000
TOTAL OPERATING REVENUES (from all sources)				49,596,393	51,922,347	55,117,736	58,944,930	60,335,263	58,834,741	59,263,417
Student Base Allocation:										
Standard (Regular) Schools	8,915	9,115	9,319	28,653,345	31,550,349	32,530,060	36,396,422	37,666,875	38,281,723	38,906,262
Continuing Education	8,915	9,115	9,319	0	0	0	0	-	-	-
Alternate Schools	8,915	9,115	9,319	929,880	662,340	473,100	422,625	445,750	410,161	372,755
Distributed Learning	7,200	7,361	7,526	1,905,869	1,180,575	696,023	541,140	554,400	515,290	526,832
Home Schooling	250	250	250	6,000	4,750	6,750	6,500	6,500	6,250	6,250
Course Challenges	279	284	284	708	0	246	270	279	-	-
Total Student Based Funding				31,495,802	33,398,014	33,706,179	37,366,957	38,672,804	39,213,424	39,812,099
Supplemental Funding										
Special Ed - L 1	50,730	51,500	51,500	258,000	179,400	179,400	98,140	101,460	51,500	51,500
- L 2	24,070	24,350	24,350	4,120,800	4,149,600	4,213,440	4,725,840	4,741,790	4,504,750	4,504,750
- L 3	12,160	12,250	12,250	793,100	774,000	935,250	1,281,840	1,520,000	1,163,750	1,163,750
English as a Second Language	1,795	1,810	1,810	94,240	126,800	125,215	112,775	116,675	117,650	117,650
Aboriginal Education	1,770	1,775	1,775	730,500	763,720	807,540	930,240	962,880	958,500	958,500
Adult Education-non grad	5,690	5,530	5,530	10,249	3,773	9,746	1,032	-	4,000	4,000
Equity of Opportunity				197,776	192,243	185,992	199,468	212,839	200,000	200,000
Vulnerable Students										
Salary Differential				653,398	578,324	802,320	784,102	780,202	745,450	745,450
Unique Geographic Factors				4,853,012	4,648,245	4,750,702	4,973,152	5,532,568	4,617,000	4,617,000
Total Supplemental Funding				11,711,075	11,416,105	12,009,605	13,106,589	13,968,414	12,362,600	12,362,600
Curriculum & Learning Support				37,381	38,030	38,438	38,655	39,120	39,000	39,001
September Operating Grant				43,244,258	44,852,149	45,754,221	50,512,201	52,680,338	51,615,024	52,213,700
February Count (Operating Grant)				780,579	597,271	381,215	344,908	252,000	278,400	278,400
May Count (Operating Grant)				510,054	260,493	206,924	155,938	216,000	208,800	208,800
Full Year Operating Grant Total				44,534,890	45,709,912	46,342,360	51,013,047	53,148,338	52,102,224	52,700,900
Other Ministry of Education Grants										
Pay Equity				936,176	936,176	936,176	936,176	936,176	936,176	936,176
Transportation Grant				426,341	426,341	426,341	426,341	426,341	426,341	426,341
Labour Settlement funds				1,156,463		1,807,664	851,904	69,408		
Other Ministry grants				190,241	98,463	115,984	151,302	70,000		
Total Other Ministry of Education Grants				2,709,221	1,460,980	3,286,165	2,365,723	1,501,925	1,362,517	1,362,517
TOTAL MINISTRY OF EDUCATION FUNDING				47,244,111	47,170,892	49,628,525	53,378,770	54,650,263	53,464,741	54,063,417
OTHER REVENUES										
Other Provincial Revenues				148,370	139,889	140,016	159,560	150,000	150,000	150,000
Off shore Tuition				1,370,654	3,661,653	3,917,837	3,654,088	3,900,000	3,650,000	3,650,000
Miscellaneous				93,355	153,658	251,920	412,747	285,000	400,000	400,000
Rental and Leases				624,850	677,331	726,127	745,368	750,000	650,000	500,000
Investment Income				117,053	118,924	453,311	594,397	600,000	520,000	500,000
TOTAL OTHER REVENUE				2,352,282	4,751,455	5,489,211	5,566,160	5,685,000	5,370,000	5,200,000
TOTAL OPERATING REVENUES				49,596,393	51,922,347	55,117,736	58,944,930	60,335,263	58,834,741	59,263,417

Assumptions - Enrolments

- Enrolments used for revenue estimates were those contained within the district's 'Three-year Enrolment Estimates', submitted to the Ministry of Education and Child Care (February 2024)

Assumptions - Funding

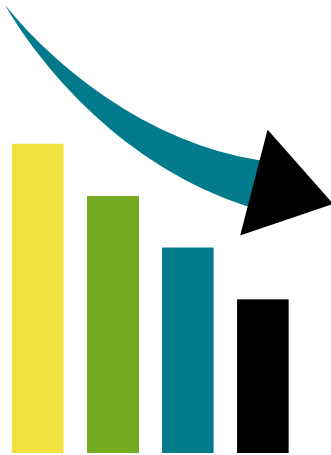
- 2025/26 basic per pupil rates were calculated to include a 2% General Wage Increase (GWI) due July 2025; then rounded per historic analysis of funding vs GWI's year-over-year
- 2026/27 basic per pupil rates were calculated to include the 2% GWI due July 2026; then rounded per historic analysis of funding vs GWI's year-over-year
- Amounts under "Other Funding Categories" were estimated using historical values
- Inflation has not been factored into any of the Ministry of Education and Child Care funding rates or supplemental categories
- Amounts under "Other Operating Fund Revenues", have been estimated using historic data and high-level projections

Multi-Year Estimates - Staffing FTE

District staffing is anticipated to decrease over the period of this financial plan. Over the last number of years, the district has been in a period of a varying enrolment changes and staffing adjustments were made to address program needs. At this time growth has slowed, future enrolment is less certain, and budgeted staffing levels will need to match district needs. If student enrolment exceeds projections however, the revenues generated will fund the staffing necessary to support the additional students.

The financial plan presented below includes reductions in Teacher and staffing levels only in order to support the estimated decreases in student enrolment. Additional cost increases relate to negotiated general wage increases as well as replacement and benefit cost estimates.

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
<u>Staffing (FTE)</u>							
Teachers	266.2	273.7	262.7	264.1	260.1	252.1	248.1
Principals and Vice Principals	27.0	26.0	26.0	28.0	28.0	27.0	27.0
Educational Assistants	90.2	92.7	90.2	95.2	93.2	84.2	81.2
Support Staff	107.3	108.7	107.9	110.8	109.8	106.8	104.8
Other Professionals	16.0	17.0	17.0	17.0	16.0	17.0	17.0
	506.7	518.1	503.8	515.1	507.1	487.1	478.1
Anticipated Changes is FTE					(8.0)	(20.0)	(9.0)



Assumptions - Staffing FTE

- 2023/24 and 2024/25 FTE figures are as noted in the Amended and Annual Budget presentations, respectively
- 2025/26 and 2026/27 FTE represent the projected needs to account for preliminary enrolment estimate decreases

Multi-Year Estimates - Staffing Expenses

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
SALARIES AND BENEFITS							
Teachers	19,183,284	20,327,502	20,570,559	22,122,209	22,441,301	21,638,934	21,561,226
Principals and Vice Principals	3,594,794	3,487,858	3,562,573	3,928,685	3,847,948	3,924,907	4,003,405
Educational Assistants	3,378,651	3,633,828	3,495,924	3,834,299	3,987,915	3,360,722	3,187,572
Support Staff	5,203,566	5,439,728	5,880,870	6,360,590	6,153,211	6,006,291	5,942,828
Other Professionals	1,587,849	1,651,448	1,879,734	1,823,117	2,075,811	2,117,327	2,159,674
Substitutes	1,729,884	2,088,793	2,137,249	2,506,986	2,408,129	2,456,292	2,505,417
Benefits	8,777,457	9,156,176	9,637,421	10,897,287	11,347,758	11,801,668	12,273,735
TOTAL SALARIES AND BENEFITS	43,455,485	45,785,333	47,164,330	51,473,173	52,262,073	51,306,141	51,633,857

Assumptions - Staffing Expenses

- Annual YE Actuals are the district's year-end expenses as shown in the Financial Statements, with 23/24 pending internal audit confirmation
- 2024/25 Budgeted salaries were taken from the 2024/25 Annual Budget
- 2025/26 and 2026/27 expenses reflect any FTE changes as previously noted for decline
- 2025/26 and 2026/27 staffing expenses for all categories have been incremented by the negotiated 2% GWI
- 2025/26 and 2026/27 replacement expenses were incremented by 2% to account for wage costs and implications of new ESA 5 sick day standards
- 2025/26 and 2026/27 benefits expenses were incremented by 2% to account for increasing benefits rates

Multi-Year Estimates - Supplies and Services Expenses

Service and supplies are expected to increase due to inflationary cost pressures, historical and projected expenses are shown below, along with our notable assumptions.

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
SERVICES AND SUPPLIES							
Services	1,908,443	2,811,939	3,161,978	3,209,035	3,371,540	3,270,394	3,270,394
Training and Travel	321,190	426,658	437,405	486,093	391,500	379,755	379,755
Rental and Leases	14,702	9,580	29,979	22,082	50,000	48,500	48,500
Dues and Fees	72,941	73,104	88,083	97,175	68,000	65,960	65,960
Insurance	166,616	158,733	180,765	197,473	195,000	189,150	189,150
Supplies	2,167,750	2,618,981	2,652,142	2,853,934	2,816,150	2,731,666	2,731,666
Utilities	981,354	1,164,708	1,143,342	1,034,646	1,181,000	1,145,570	1,145,570
TOTAL SERVICES AND SUPPLIES	5,632,996	7,263,703	7,693,694	7,900,438	8,073,190	7,830,994	7,830,994

Assumptions - Supplies and Services

- Annual YE Actuals are the district's year-end expenses as shown in the Financial Statements, with 23/24 pending internal audit confirmation
- 2024/25 Budgeted expenses were taken from the 2024/25 Annual Budget
- 2025/26 and 2026/27 expenses include increases for inflationary pressures and adjustments to department allocations
- 2025/26 and 2026/27 Supplies, Rentals and Utilities includes additional adjustments to align with 23/24 actuals

Multi-Year Estimates - Of Financial Position (Operating Fund)

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
OPERATING REVENUE							
Ministry of Ed Grants	47,244,111	47,170,892	49,628,525	53,378,770	54,650,263	53,464,741	54,063,417
Off shore Tuition	1,370,654	3,661,653	3,917,837	3,654,088	3,900,000	3,650,000	3,650,000
Miscellaneous	981,628	1,089,802	1,571,374	1,912,072	1,785,000	1,720,000	1,550,000
TOTAL OPERATING REVENUE	49,596,393	51,922,347	55,117,736	58,944,930	60,335,263	58,834,741	59,263,417
SALARIES AND BENEFITS							
Teachers	19,183,284	20,327,502	20,570,559	22,122,209	22,441,301	21,638,934	21,561,226
Principals and Vice Principals	3,594,794	3,487,858	3,562,573	3,928,685	3,847,948	3,924,907	4,003,405
Educational Assistants	3,378,651	3,633,828	3,495,924	3,834,299	3,987,915	3,360,722	3,187,572
Support Staff	5,203,566	5,439,728	5,880,870	6,360,590	6,153,211	6,006,291	5,942,828
Other Professionals	1,587,849	1,651,448	1,879,734	1,823,117	2,075,811	2,117,327	2,159,674
Substitutes	1,729,884	2,088,793	2,137,249	2,506,986	2,408,129	2,456,292	2,505,417
Benefits	8,777,457	9,156,176	9,637,421	10,897,287	11,347,758	11,801,668	12,273,735
TOTAL SALARIES AND BENEFITS	43,455,485	45,785,333	47,164,330	51,473,173	52,262,073	51,306,141	51,633,857
TOTAL SERVICES AND SUPPLIES	5,632,996	7,263,703	7,693,694	7,900,438	8,073,190	7,830,994	7,830,994
TOTAL OPERATING EXPENSES	49,088,481	53,049,036	54,858,024	59,373,611	60,335,263	59,137,135	59,464,852
TOTAL OPERATING SURPLUS/(DEFICIT)	507,912	-1,126,689	259,712	-428,681	0	-302,394	-201,435
Appropriated Surplus	1,463,121	940,217	433,700	297,976	297,976	297,976	297,976
Appropriated for Future Years	1,038,039	434,255	1,200,484	907,527	907,527	605,133	403,698
	2,501,160	1,374,472	1,634,184	1,205,503	1,205,503	903,109	701,674

Assumptions - Estimated Multi-Year Financial Plan

- 2022/23 and 2023/24 Actuals are those represented in the district's Financial Statements (23/24 pending internal audit confirmation)
- 2024/25 figures are from the 2024/25 Annual Budget as submitted to the Ministry of Education and Child Care (May 2024)
- 2025/26 and 2026/27 account for revenue and expense changes as previously noted
- 2024/25 Appropriated Surplus - represents restricted funds that are not readily available for use
- 2024/25 Appropriated for future years use in 2024/25 – represents the surplus available to balance the budget in future years
- 2024/25 Operating Surplus (Deficit), end of year is the total estimated carry-forward accumulated surplus amount for use in 2025/26
- 2026/27 Surplus balance is the estimated total amount available to support operations

Multi-Year Estimates - Local Capital Reserve Funds and Other Reserves

Separate from the Operating fund analysis, ongoing capital needs arise and will have to be addressed using other funds.

Within the capital fund the following two balances are important as they represent funds available for future capital investment:

- **Local Capital Reserve** – this balance forms part of accumulated surplus in the capital fund and represents funds available for investment in capital assets at the discretion of the Board of Education. These funds are generated primarily from proceeds of disposition of assets that are allocated to the School Board or through Board motion the transfer of surplus from the Operating fund.
- **MEd Restricted Capital** – this balance forms part of the deferred capital revenue balance in the capital fund and represents funds available for investment in capital assets at the discretion of the Ministry of Education and Child Care. These funds are generated primarily from proceeds of disposition of assets that are allocated to the Ministry of Education and Child Care pursuant to the **School Act**.



Other Capital Reserves also serve to address future capital needs but have commitments attached to them. Below shows the value and current commitments on these other capital reserve funds.

	Local Capital- 2022/23	23/24 Usage	Local Capital- 2023/24	Unspent Deferred Capital Reserves		
				M Ed Restricted Capital	Land Capital	Other Capital
Committed for:						
- mower replacement	50,000	(50,000)	-			
- Ballenas running track	133,633	(133,633)	-			789,391
- White Fleet purchases		(137,997)	(137,997)			
- land purchases			-		230,992	
Total commitments	183,633	(321,630)	(137,997)	-	230,992	789,391
Uncommitted balance	129,377	8,620	137,997	15,984	-	-
Balance, at end of year	313,010	(313,010)	-	15,984	230,992	789,391

As part of the planning, the District has identified some priority areas to which there is a rising need to address. In the absence of land sales or other large cash infusion, the common practice for School Districts to support these projects is fund them through a transfer from the Operating fund to local capital.

The goal in the next couple years will be to establish a practice of transferring some portion of the Operating funds to Local Capital within the Budget and Year End process. If this is achievable then the priorities below can be addressed.

		2023/24 Actual	2024/25 Projected	2025/26 Projected	2026/27 Projected
Board Goal					
Planned Local Capital Projects					
Route software	To learn-ensure resources are appropriately allocated	75000	75000		
White Fleet replacement	To grow-operational funding to support clean, safe and welcoming learning spaces			100,000	100,000
IT Tech Refresh	To belong-ensure budget adequately provides supports for diverse learners		200,000	150,000	100,000
Copier replacement	To learn-ensure resouces provided to fund the tools and supports to promote student success			150,000	150,000
Laminators	To grow-ensure resouces to promote student success			25,000	35,000
Outdoor Learning Spaces	To grow-capital planning to support flexilble learning spaces				50000
		75,000	275,000	425,000	435,000



MULTI-YEAR FINANCIAL PLAN SUMMARY

Overall, the district appears to be in a positive financial position for the next three years. The projections include a small decline in enrolment which will moderate district revenues. There are of course a number of risks that may have a significant impact on our financial position including student enrolment, the rising cost of living and the local housing market which impacts enrolment, inflationary cost pressures as well as other unexpected issues that may arise. In addition, there are continued financial pressures given the lack of targeted Provincial funding to support the ongoing and rising cost of the technology required for education. Ongoing provincial advocacy will hopefully provide some relief in future years but in the meantime a plan to fund these priorities locally will address the short-term needs.

Despite the unknowns, our three-year financial plan provides the public and our stakeholders a general sense of the health of the district from a financial perspective and confirms the alignment of the Boards resources with its strategic plan.

If you have questions about this report or need additional financial information, please contact the Secretary Treasurer's office.





**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, OCTOBER 15, 2024
1:00 P.M.
VIA VIDEO CONFERENCING**

Facilitator: Trustee Eve Flynn

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

Chair Flynn introduced the new DPAC representative, Director Maleah Bajich.

2. FOR INFORMATION

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

- Wording was added to support the development of a respectful working and learning environment.
- A change was made to adjust the timeline for school Codes of Conduct to be presented to the Board in August instead of September so that the documents would be approved and in place by the start of the school year.
- Administrative procedures are within the purview of the Superintendent. Change, additions, or deleting of copy within an administrative procedure requires the Board to be advised of changes at the Regular Board Meeting. They do not require three readings as Policy does.

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

a. NEW Policy 605: Fiduciary Responsibility

Policies 501, 601 and 606 included for reference/consideration

- Fiduciary – is there a different title we could use
- The District has good systems in place, e.g. staff committees, where concerns and issues can be address “within” the system
- As a standalone policy it appeared to be presented as more reactive and punitive when policy should be framed in a positive way.
- The possibility of this policy being subsumed into Policy 600: *Personnel* or 606: *Respectful Workplace* was discussed.
- The policy will move forward to first reading as it will then be in the broader public domain for additional comments/suggested edits.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

None

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**a. Bylaw 1: Board of Education**

- Wording was added to have trustees, upon being elected, complete and submit criminal records checks, since they visit schools as the liaison trustees as well as for other events to which all trustees are invited.
- The cost for the criminal record check would be borne by the school district as there appears to be a fee charged by the RCMP for residents of Parksville and Qualicum but not the rural electoral areas. Volunteers in schools simply require a letter from the school to be filed with the RCMP.
- Superintendent Jory will draft a letter to the RCMP to request the inclusion of elected officials having the CRC fee being waived.
- The Bylaw will move forward for third and final reading at the October Regular Board Meeting.

b. Policy 107: Use of Educational Property for Child Care

- Wording had been added at second reading to ensure cost neutrality.
- No further edits were deemed to be necessary.
- The policy will move forward for third and final reading at the October Regular Board Meeting.

6. FUTURE TOPICS

- Review of 500 series. Trustees and other participants are encouraged to review Policies 500, 501, 503, 505, and 506. Consideration should also be whether these policies should be considered as part of this section – Instruction or do they fit more appropriately elsewhere

7. NEXT MEETING DATE

- Monday, November 18, 2024 via Microsoft Teams



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

These Administrative Procedures are written in support of Board 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. **Ultimately, this procedure is intended to support the development of a respectful environment that leads to better outcomes.**

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. **School Codes of Conduct will use a matrix which is developed by the principal of the school through consultative processes which describes expected behaviours in a positive and aspirational manner.**
3. School Codes of Conduct will contain language that restricts the use of personal digital devices at school for the purpose of promoting online safety and a focused learning environment. School Codes of Conduct and resulting practice will specifically state and/or implicitly support the following:
 - a. restrictions on the use of personal digital devices at school, including during hours of instruction;
 - b. use of personal digital devices for instructional purposes and digital literacy;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

- c. use of personal digital devices that is appropriate to a student's age and developmental stage;
 - d. accessibility and accommodation needs;
 - e. medical and health needs;
 - f. equity to support learning outcomes.
4. 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.
 5. 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.
 6. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
 7. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
 8. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
 9. 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*).
 10. 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 **August** Regular Board Meeting.
 11. The school's Code of Conduct shall be posted publically.
 12. 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:



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Page 3 of 3

Adopted: 2016.11.22
Amended: 2018.01.23: 2022.01.25: 2022.11.22: 2024.06.25: **2024.08.24**

DRAFT



Context

It is recognized that employees may, from time to time, become frustrated with circumstances related to their workplace. It is also noted that emotions can become heightened during times of increased stress, which may include system change, budgetary adjustments, and provincial and local bargaining. Nonetheless, employees must maintain appropriate and respectful interactions with fellow staff, remember their duty of fidelity to their employer, and utilize the agreed upon processes to resolve disagreements should they arise.

Policy Statement

Employees are expected to represent their School District and Ministry of Education appropriately, in accordance with Board Policies, Employee Codes of Conduct, Collective agreements, and Professional Standards. It is important for all employees of the Qualicum School District to understand and support the role of public education, and that employees refrain from making statements or performing actions that undermine other staff, their employer, or the BC education system while in the public domain.

Guiding Principles

The Board believes:

1. Public education is a critical tool of enhancing social and economic equity and a key pillar of an effective democracy, and that the needs of students must be paramount to decision-making.
2. It is not appropriate for employees to elicit support for their own interests from colleagues students, parents and caregivers, or any other members of the public to criticize colleagues, supervisors, or the Board of Education or illicit support for those criticisms from students, parents and caregivers, or any other members of the community.
3. If employees wish to dispute work assignments, budget allocations, support levels, or other matter related to the workplace, they must follow the proper internal processes and/or collective agreements, whichever is more as relevant, ~~as per Collective Agreements Policy~~, dispute resolution. These processes will begin with conversations with the employee's direct supervisor or their union.
4. Public discourse on matters of dispute, if required, should be left to appropriate member representation who will be expected to engage in a productive and respectful manner.

Definition:

Fiduciary Responsibility (as it relates to the employer/employee relationship)

A fiduciary obligation is an implied term of employment contracts and arises when either party has enough power or discretion to use information in a way that could negatively affect the other party's interests. Fiduciary obligations aim to protect the vulnerable party in work relationships involving a high level of trust and confidentiality.



QUALICUM SCHOOL DISTRICT

BOARD POLICY 605

FIDUCIARY RESPONSIBILITY

Page 2 of 2

The fiduciary in the relationship is the individual who possesses the power to potentially misuse the confidential information.

References:

- [Policy 305: Public Interest Disclosure](#)
- [Policy 601: Employee Conflict of Interest](#)
- [Policy 606: Respectful Workplace](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



PURPOSE

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

I. ELECTION OF TRUSTEES:

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

In Qualicum School District, under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of Qualicum School District:

<u>No. of Trustees to be Elected</u>	<u>Electoral Areas to be Represented</u>
1	E of the Regional District of Nanaimo Regional District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo The City of Parksville The Town of Qualicum Beach, and E of the qathet Regional District
1	H of the Regional District of Nanaimo

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

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

1. Definitions

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

"Election" means a trustee election.

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

2. Application

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

3. Resolution of Tie Votes after Judicial Recount

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



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

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

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

5. Additional Advance Voting Opportunities

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

6. Additional General Voting Opportunities

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

7. Special Voting Opportunities

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

8. Public Access to Election Documents

The Board authorizes posting of nomination documents of trustee candidates on the website of Qualicum School District until 30 days after declaration of the election results.



9. Public Access to Election Documents Cont.

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of Qualicum School District until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.

II. BOARD ROLE:

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

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Governments

The Board shall:

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

2. Accountability to and Engagement of Community

The Board shall:

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



3. Planning

The Board shall:

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

4. Policy

The Board shall:

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

5. Board/Superintendent Relations

The Board shall:

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

6. Political Advocacy

The Board shall:

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



7. Board Development

The Board shall:

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

8. Fiscal Accountability

The Board shall:

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

9. Selected Responsibilities

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

III. ROLE OF THE TRUSTEE:

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



Specific Responsibilities:

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

IV. TRUSTEE CODE OF CONDUCT:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.



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

PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:

1. Trustees, upon being elected, are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors, including completing and submitting criminal records checks.
2. The Board may take action against a trustee to protect its dignity, integrity and proper function, and to act fairly in providing procedural protections based on the level of severity of a breach of conduct.
3. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:



- Writing a letter of apology;
 - Participating in a restorative justice process;
 - Participating in specific training, coaching, or counselling as directed by the board;
 - Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
 - Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.
4. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

V. TITLE

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

Read a first time this 23rd day of June 25, 2024

Read a second time this 24th day of September, 2024.

Read a third and final time, passed and adopted this ____ day of _____, 2024.

VICE CHAIRPERSON OF THE BOARD

SECRETARY TREASURER

REFERENCES:

- BC Ombudsperson
<https://bcombudsperson.ca/guide/complaint-handling-guide/>
<https://bcombudsperson.ca/fairness-education-resources/fairness-consultation/>
- Board Bylaws and Policies
[https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=](https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/)
- The School Act Part 4
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4
- The Local Government Act
https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00
- Provincial Criteria Guidelines for Trustee Codes of Conduct
<https://www.bced.gov.bc.ca/bulletin/20230602/criteria-guidelines---may-25.pdf>

DATES OF ADOPTION AND AMENDMENTS:

Adopted: January 1999

Amended: 2002.08.27: 2005.10.25: 2008.09.23: 2014.05.27: 2020.02.25: 2022.09.13:
2023.10.24



USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 1 of 1

Context:

Consistent with *Ministerial Order M326* (August 31, 2020), and the provisions of *The Educational Statutes Act, 2020*, the Board of Education has identified the need for quality, affordable, childcare that is accessible, where possible, to school sites. This policy should be read in conjunction with Policy and Administrative Procedures 105 - *Use of School Facilities*.

Policy Statements:

1. The Board recognizes the need for quality, affordable and accessible ~~before and after school~~ child care close to or on all school sites.
2. The Board promotes the provision of quality, affordable and accessible child care between the hours of 7 A.M. and 6 P.M. on business days by either the Board or third party licensees.
3. Use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Guiding Principles:

The Board believes that:

1. The Board should regularly assess the community need for child care programs on their property through a process of engagement with all interested **community** parties. ~~including, board employee groups, the District Parent Advisory Council (DPAC), the school Parent Advisory Councils (PACs), Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.~~
2. All child care programs should be provided at a fee that reflects only the direct and indirect costs to the district. **Child care and space rental fee structures should be set with cost recovery in mind.**
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

Definitions:

1. In this policy, the terms "board property," "business day," "child care program," "educational activities," and "licensee" have meanings given to those terms in the School Act.
2. "Direct and Indirect Costs" include:
 - a. Utilities
 - b. Maintenance and repair
 - c. Allowance for custodial and other school district related expenses including any time spent by district employees relating to the use of facilities by licensed child care providers.

References:

- [Administrative Procedures: Use of Educational Property for Child Care](#)
- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- [Education Statutes Amendment Act, 2020](#)
- [Ministerial Order M326 \(August 31, 2020\)](#)
- [Community Care and Assisted Living](#) Facilities Act

Dates of Adoption/Amendments:

Adopted: 2021.04.27

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 107

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Purpose

These Administrative Procedures are intended to provide the procedural framework for Board Policy 107: Use of Educational Property for Child Care. In School District 69 any child care services provided on school district property is most often provided by third party providers and community partners.

Procedures:

1. Senior staff will ensure that assessments of community needs for child care are done at least annually in relation to each elementary school in the district in collaboration with Board employee groups, DPAC and PACs, Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.
2. Those periodic assessments will consider the current provision of child care services before and after school, whether by third-party child-care providers or by the district, relative to the need of the parents in that school community.
3. As possible, senior staff will consider within those assessments the capacity of the district to work with third-party providers for child care services to pre-school aged children, including full-day services where demand, facility and availability of operators allows.
4. If child care programs are to be provided on Board property, the Board of Education will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both. Preference will be given to not-for-profit providers.
5. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
6. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program.
7. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
 - a. provide inclusive child care; and,
 - b. foster Indigenous reconciliation in child care.
9. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act:
 - i. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and,
 - ii. "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
 - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 107

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 2 of 2

10. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five (5) years. The contract must contain:
 - a. a description of the direct and indirect costs for which the licensee is responsible;
 - b. an agreement by the licensee to comply with this policy and all other applicable policies;
 - c. a provision describing how the agreement can be terminated by the Board or the licensee;
 - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - f. a requirement for the licensee to maintain appropriate standards of performance; and
 - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
11. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

References:

- [Board Policy 107: Use of Educational Property for Child Care](#)
- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- [Education Statutes Amendment Act, 2020](#)
- [Ministerial Order M326: Child Care \(August 31, 2020\)](#)
- [Community Care & Assisted Living Act](#)

Dates of Adoption/Amendments:

Adopted: 2021.04.27
Amended: **2022.10.25**



**Qualicum School District
Education Committee of the Whole Report
Tuesday, October 15, 2024
Via Video Conferencing
2:30 p.m.**

Facilitator: Trustee Elaine Young

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

Mandate:

To discuss and make recommendations to the Board on 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.

1. SCHOOLS AND/OR PROGRAMS

a. September 30 Enrolment Report:

Associate Superintendent Wilson

Attendees considered the educational implications of losing supplemental funding to support designated students. Overall, it is not as bad as once thought; however, the district has had to make some staffing adjustments. Changes have been made to keep as much support in the classroom as possible.

b. Indigenous Education/Bill 40 Amendments to the School Act:

Katie Marren, District Principal of Indigenous Education

(View PowerPoint Presentation [HERE](#))

- Discussion occurred regarding the composition of the Indigenous Education Council.
- Funds available are approximately \$1.1m and most go to salaries to support students.
- Appreciation was expressed for the Indigenous Education Department's newsletter and the resources provided <https://secure.smores.com/n/x1aec> which are also available through the Qualicum School District website.

c. After School Care/Childcare/Early Learning Update:

Sheila Morrison, District Principal of Early Learning and Child Care

(View PowerPoint Presentation [HERE](#))

- Discussion was had regarding the increased use of Storybook Village. Currently it is in use through the Munchkinland programs and both are used in the summer. The village has been cleaned up and revamped as shown on the presentation.
- Funding for Seamless Day will end this year.

2. SHARED LEARNING/Social Justice

a. Honouring Truth & Reconciliation

Ballenas Secondary Leadership Students

(View PowerPoint Presentation [HERE](#))

- École Ballenas Leadership Students presented activities they created for the whole school to honour Truth and Reconciliation.
- The Committee looks forward to continued presentations documenting the plans and outcomes of this inquiry.

4. INFORMATION**a. Coffee with Trustees**

- Nanoose Bay Elementary on Wednesday, November 6
- Errington Elementary on Wednesday, December 3

b. Halloween Events

- **Spooktacular:** Thursday, October 24 at Storybook Village from 4-6 PM. Houses will be decorated for our younger learners and their families.
- **Coombs Candy Walk:** Thursday, October 31 from 6-8 PM. This is a popular community event. École Ballenas Secondary students will be presenting the Haunted Barn this year.

6. UPCOMING TOPICS

- Kindergarten Snapshot - Teaching and Learning Team
- Inclusive Education

7. NEXT MEETING DATE:

- Tuesday, November 19 at 2:30 p.m. via Teams



Qualicum School District

Report on the Vancouver Island School Trustees Association – Fall Conference and Business Meeting

Meeting Location: Port Alberni - Alberni District Secondary School (ADSS)
Meeting Date(s): October 4 and 5, 2024

On October 4, 2024 the Pacific Rim School District (No. 70) hosted the Vancouver Island School Trustees Association (VISTA) for its Fall Conference and Business Meeting held at Alberni District Secondary School (ADSS), an exceptional event which left a lasting impression on all attendees. The highlight of the event was a series of remarkable presentations that provided valuable insights into the history and experiences surrounding Indian residential and day schools.

One of the most powerful segments was the art presentation by survivors of the Alberni Residential School and the Alberni Residential School Survivors Arts & Education Society. The Art classes were taught by artist Robert Aller, who saved the participants' art pieces which were created over 50 years ago. The works were returned to the artists, and attendees had the pleasure of viewing those artworks accompanied by the artists themselves. This unique opportunity to hear their stories and see their art added a deeply emotional layer to the experience, showcasing the resilience and creativity of the artists.

The event also featured engaging entertainment that further emphasized the incredible work being done within the District. The presenters were not only informative but also infused the atmosphere with a meaningful emotional resonance, creating a memorable experience for everyone involved.

A particularly enriching activity was the "Brushing" session, which allowed participants to engage directly with the cultural heritage of the community. This hands-on involvement fostered a deeper understanding and appreciation for the local culture.

To complement the enriching activities, the food provided was a celebration of cultural diversity—delicious and thoughtfully prepared, reflecting the rich traditions of the community.

Overall, the efforts of the Pacific Rim School District in organizing this event created a truly enriching experience for all attendees. The combination of art, storytelling, and cultural engagement made it a significant occasion that will be remembered for years to come.

Respectfully submitted by Trustee Carol Kellogg

To learn more: <https://visualstorieslab.ca/>