



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 22, 2025
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 282 151 234 751

Passcode: X4z3wf

1. CALL TO ORDER AND INTRODUCTIONS

- National Day of Mourning April 28th
- National Education Week April 21 to 25

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: March 11, 2025 | p 1-7 |
| b. | Ratification of In Camera Board Meeting Minutes: March 11, 2025 | p 8 |
| c. | Receipt of Ministry News Releases | |
| | • Minister's, parliamentary secretary's statement about federal Government's investment in ChildCareBC | p 9 |
| | • Investments will boost child care for families | p 10-14 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Vancouver Island School Trustees Spring Conference – Trustee Young | p 15-16 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 22, 2025, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES**a. Deferred Motion from March: Closure of Qualicum Commons****25-32R**

Moved: Trustee Austin Seconded: Trustee Young

THAT the Board of Education of School District 69 (Qualicum) supports the closure of the Qualicum Commons to public and business use effective July 1, 2025.**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)***i. Later Start Times 2025/2026***(Peter Jory)***p 17-18***Recommendation:***THAT** the Board of Education of School District No. 69 (Qualicum) approve the later start times as presented to begin in the 2025/2026 school year.**b. Educational Programs Update***(Gillian Wilson/Rudy Terpstra)***13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT***(Trustee Kellogg)***p 19-20****a. Annual Five-Year Capital Plan Submission for 2026/2027***(Ron Amos)***p 21-24***Recommendations:***THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2025/2026-CPSD69-01 at its Regular Board Meeting of April 22, 2025.
MOTION MUST BE CARRIED UNANIMOUSLY**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2025/2026-CPSD69-01 at its Regular Board Meeting of April 22, 2025.**THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2025/2026-CPSD69-01 at its Regular Board Meeting of April 22, 2025.**THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2025/2026-CPSD69-01 at its Regular Board Meeting of April 22, 2025.

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14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 25-28
- a. **Board Policy 703: Student Fees and Subsidies** p 29-31
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 703: *Student Fees and Subsidies*.
- b. **Board Policy 600: Personnel** p 32-33
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 600: *Personnel*.
- c. **Board Policy 602: Exempt Staff Supplementary Employee Benefits** p 34-35
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 602: *Exempt Staff Supplementary Employee Benefits*.
- d. **Board Bylaw 3: Meetings of the Board of Education** p 36-45
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education*.
- e. **Board Policy 500: Communicating Student Learning** p 46-50
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions Board Policy 500: *Communicating Student Learning* and the rescinding of its current administrative procedures.
- f. **Board Policy 502: Field Experiences (Trips)** p 51-57
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* and its attendant administrative procedures.
- g. **Board Policy 504: Copyright and Intellectual Property** 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 504: *Copyright and Intellectual Property* and its attendant administrative procedures.
- h. **Board Policy 507: Programs of Choice and Specialty Academies** p 61-63
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 507: *Programs of Choice and Specialty Academies* and its attendant administrative procedures.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 64-66

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS
None

17. TRUSTEE ITEMS

- a. **Board Chairs/Partners Meeting Report** *(Chair Flynn)*
- b. **Kwalikum Secondary School - Health/Food Garden** *(Trustee Young)*
- c. **Student-Led Learning Walks** *(Trustee Kellogg)*

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, MARCH 11, 2025
6:00 PM
VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

Carol Kellogg	Acting Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Regrets:

Eve Flynn	Board Chair
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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
Jennifer Nichols	Vice Principal, Oceanside Elementary 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

Acting Chair Kellogg called the virtual meeting to order at 6:01 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

3. ADOPTION OF THE AGENDA

25-30R

Moved: Trustee Austin *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: February 25, 2025
- b. Ratification of In Camera Board Meeting Minutes: February 25, 2025
- c. Ratification of the Special In Camera Board Meeting Minutes: February 28, 2025

25-31R

Moved: Trustee Austin *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 March 11, 2025, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

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

None

7. BUSINESS ARISING FROM THE MINUTES**a. Closure of Qualicum Commons**

Secretary Treasurer Amos referred to the briefing notes in the agenda package, noting that the motion being brought forward for the Board's consideration was to preserve transparency of the process the Board needs to follow. He shared that the Town of Qualicum Beach continues to seek information and has not yet made a decision about the site. The Board has the option to move forward with the motion to close the site to public and business use, as it has a duty to provide the tenants with three months' notice, or it could defer a decision to a later date, which would also adjust the date of any notice period. Currently there are no other options for the facility.

Trustees clarified that the Board hoped not to shutter the building and, should another entity have a viable proposal to lease the site, the Board would report out from an In Camera Meeting conversation that the Board had considered a long term lease.

Trustees shared that they had a desire to provide some more time for the staff at the Town of Qualicum Beach to complete their analysis of the site to decide if they would like to take on the managing of it.

25-32R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) supports the closure of the Qualicum Commons to public and business use effective July 1, 2025.

25-33R

Moved: Trustee Kellogg *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) postpone consideration of the main motion to the April 22nd Regular Board meeting:

CARRIED UNANIMOUSLY

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, expressed appreciation to MATA member, Julie Cloutier, and the MATA Professional Development team for their work in organizing and providing interesting topics for the March 7th professional development day.

He then referred to a promise made by the NDP to provide the funding to bring more education assistants into classrooms and to bring counsellors in to every school, which MATA supports. He thanked Norberta Heinrichs, Counsellor at Ballenas Secondary, who took the initiative to meet with the Minister to discuss what that would look like moving forward.

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

Ewen Rycroft, CUPE Local 3570 President, reported that the March 7th professional development day sessions for support staff were also well received.

CUPE is concerned about the budget for the upcoming school year with decreasing enrolment. CUPE hopes the Board would work with the Town of Qualicum Beach, should it decide to take over the management of the Qualicum Commons, so CUPE staff can still do the work on that site so more employees are not laid off.

Mr. Rycroft closed by noting that it was a bargaining year and CUPE also hoped that the NDP lived up to its promise to have more education assistants in classrooms so the District does not lose more students to private schools.

10. DISTRICT PARENT COUNCIL (DPAC)

No Report

11. ACTION ITEMS

None

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

- Superintendent Jory reported that he had taken what was collected from parents and caregivers at Nanoose Bay and Errington Elementary Schools, and Ballenas, and Kwalikum Secondary Schools, sorted by school, and then by preference, and has shared it with the Board, as well as a summary of discussions that took place with Student Voice groups at the two secondary schools. The Transportation Department has been working on scenarios and has submitted a potential start time draft, which has been shared with each school's principal so they can work with their staff committees and share any questions that may arise. The potential start time draft has also been shared with the Board. This will allow time for the changes to be considered prior to a recommendation for approval by the Board at its April Board meeting.
- As part of the next iteration of the bus schedule, the Transportation Department is also reviewing its registration and routing processes, fees and impacts that courtesy riders have on roster sizes. Therefore, additional efficiencies may come to light that could shorten routes and delay pick up times, and potentially even allow for minor changes to the schedule
- This latest draft version has Nanoose Bay Elementary and Errington Elementary Schools starting at 8:30 next school year, with the rest of our

schools starting between 8:50 and 9:00 am. This means the two high schools would not shift a full 20 minutes, but would still move somewhat, and some of the other elementary schools might also need to move a few minutes so that the bus schedule will continue to interlock. The interlocking schedules have been the challenge all along and the latest version makes a significant step forward so staff can come back to the Board with proposed start times for next year that are no later than 9:00 am.

- Superintendent Jory, Chair Flynn and Secretary Treasurer Amos attended meetings with the Ministry of Education and Child Care on March 6 and 7th. Topics included bargaining, recruitment, provincial budget pressures, the Ombudsperson's investigation of exclusionary practices, Bill 40, K-12 Literacy, Student Safety, the Framework for Enhancing Student Learning. In regard to district budgets, all districts mentioned grappling with the post-pandemic reality in some version or another. Everyone who has been engaged in the public conversations around budget will be aware in general terms of the situation in the Qualicum School District. He advised attendees that staff will be coming forward with some recommendations that are bit starker than the district is used to seeing. His hope was that, despite all the inevitable reductions, the District would be able to preserve many of the professional learning opportunities it has been able to provide. While staff certainly need to consider more efficient models of delivery, it is incredibly important that the District's workforce is able to access a multitude of ways to continue to grow their skills and expand their toolboxes. Superintendent Jory acknowledged his other boss for holding the line on spending. While the District could always use more funding, it was appreciated that the district would not be receiving any less.

b. Educational Programs Update

Director of Instruction Terpstra shared the following:

- Elementary parents will be receiving, or have received, their learning updates prior to spring break. Parents/caregivers should ensure they review feedback from their child's teachers and think about their child's learning for rest of school year.
- Secondary students are in the course selection process. This is an important process for secondary schools to plan the timetables. The better the data, the better they can plan to ensure students get the courses they want.
- Acknowledgement to the Grade 7 parents/caregivers of students transitioning to high school. Both the schools had well-attended open houses and Grade 7 parents/caregivers and students are encouraged to submit their course selection forms as soon as possible to assist schools with Grade 8 course planning.
- The District has created an AI Working Group, which is a sub-committee of the Curriculum Implementation Advisory Committee (CIAC). The two working sessions held to date have been very engaging and the Committee will be coming out with guidelines to be presented for review by CIAC and then recommended to the Board.
- The District will be hosting its third Learning Round Sessions with Carole Fullerton on Numeracy on April 14th. The Intermediate/Middle Classroom session will be held in the morning at Kwalikum Secondary School and the Primary session will be held in the afternoon and hosted by Qualicum Beach Elementary School.

Associate Superintendent Wilson commented on the following events/initiatives:

- Reminder to register Kindergarten students as the District is not yet at its projected enrolment. This will assist with classroom planning and staffing allocations.
- The District has been on a journey of professional learning with Cale Birk for the last couple of years and senior staff have had the privilege of listening to school teams talk about the work they have been doing with their staff. Senior staff are hearing lots of positive stories around the work being done, how it is aligning with classroom, school and district goals as well as the district's strategic planning.
- The District's Integrated Child and Youth Team (ICY), which is part of the community, is bringing in additional resources to the community. There is a clinical counsellor on the team who now has a caseload, and an ad has been placed through Family Start to hire a family support person. Ideally this would be a person in the community that has gone through needing some supports in some way and who can be a peer support person for other families to help them navigate some of the supports available from different agencies.

There is a clinical counsellor dealing with substance use that is out in the community and is part of the ICY Team, and a peer support person who is part of the school district staffing that is completely funded through the ICY grant. That team is up and running to provide support for children and youth who have mental health concerns and reduce the waitlist from some of the community agencies where children and families cannot get in for 6 to 12 months.

A request has been made for the ICY Team Lead to attend one of the Education Committee of the Whole Meetings to share details about the integration and how the Team provides wrap-around support for children, youth, and families.

- Last year at this time the District applied for, and was successful in receiving, a Braveheart Grant through Island Health. While it was not a significant amount of money, it was significant enough to allow the District to add extra hours to many of the Child and Youth Care Workers (CYCW) with which to do outreach to children and youth who are not connected to school for a variety of reasons. That program is being supported by Iain Hay, District Social Worker, and the CYCW Team in the District. The District is coming to the end of the funding \and has applied to continue the program as it has seen some great success.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

The next virtual Finance & Operations Committee of the Whole Meeting is scheduled for Monday, April 14, 2025.

14. POLICY COMMITTEE OF THE WHOLE REPORT

The next virtual Policy Committee of the Whole Meeting is scheduled for Monday, April 14, 2025.

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

The next virtual Education Committee of the Whole Meeting is scheduled for Tuesday, April 15, 2025.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

a. Vancouver Island School Trustees Association (VISTA) - Spring Conference Report

Trustees provided their highlights from the recent VISTA Spring Conference, hosted by the Saanich School District on March 6 & 7, 2025 as follows:

Trustee Kellogg found the presentation by Beacon Community Services of interest. Beacon Community Services is a non-profit organization which provides students and families with a wide range of community-based care and support. They aim to offer services and cater to the well-being and development of children, youth and families working collaboratively with the Saanich School District. These include services for StrongStart Programs, day services, youth services as well as some housing supports. Beacon Community Services operates out of multiple school areas, which provides access of the services to families and children in various locations. Trustee Kellogg also noted that each school district spoke to the initiatives and programs underway in their schools, what might be possible, and how those are working for them, which is the benefits of island school districts being able to gather and share their experiences.

Trustee Austin shared that Saanich students in grades 3 to 5 were mounting a major musical production of Beauty and the Beast. A number of the students presented a portion of their production to attendees, which was phenomenal. Also of particular interest to Trustee Austin was the Flourish Food School Society. The idea of the Society, that the Sooke School District is part of, is that local farmers support them and they also work through the food bank to arrange for food to be delivered directly to a school. It is more of an overarching district approach to the food program. One of the challenges the Board has heard from staff in the Qualicum School District is that it is hard to get something up and running on your own and hard to know where to start from a stopped position. Should there be an interest in having the Flourish School Food Society share their knowledge, contact could be made. <https://flourishschoolfood.ca/>

Trustee Young's highlight was the presentation on Cyber Security which is a major issue for school districts. Focused Education Resources provides services to all school boards to help mitigate risks, better protect their data, ensure compliance and create a safer digital environment for students and staff. A big 'takeaway' for Trustee Young was to monitor one's emails and ensure passwords are at least 20 characters long. Trustee Young also enjoyed the tour of the newly renovated Victoria High School, which is the oldest public high school west of Winnipeg and North of San Francisco. They have a real appreciation for their history and the Nations on whose land they exist and have a dedicated well-organized space that is archival. It was an incredible building to go through.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

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

- Information was shared by Diane Moran regarding the *Mindfulness in May – Have Your Say exhibit* with a call for submissions from students in grades 5 to 12. The exhibition will be held at the Qualicum Beach branch of the Vancouver Island Regional Library from May 1 to 11, 2025, to celebrate Youth Week and Mental Health Week. The official opening reception for the exhibit will be held on May 1st from 6 to 7 p.m. at the Qualicum Beach Library. Trustees and Senior Staff were invited and encouraged to attend.

21. ADJOURNMENT

Trustee Young moved to adjourn the meeting at 6:53 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT MARCH 11, 2025 Via Video-Conferencing

ATTENDEES:

Trustees

Carol Kellogg	Acting Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Regrets:

Eve Flynn	Board Chairperson
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Administration

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

The Board of Education discussed the following topics:

- Land
- Legal
- Labour Relations

No motions were presented for approval on the above-noted topics:

Chairperson

Secretary Treasurer

JOINT STATEMENT

For Immediate Release

Ministry of Education and Child Care

2025ECC0009-000177

March 7, 2025

**Minister's, parliamentary secretary's statement about federal government's investment in
ChildCareBC**

VICTORIA – Lisa Beare, Minister of Education and Child Care, and Rohini Arora, parliamentary secretary for child care, have released the following statement about the extension of the Canada-wide Early Learning and Child Care Agreement with British Columbia:

"We welcome the Government of Canada's continued investment in early learning and child care here in B.C., as we are stronger when we work together.

"The federal government is committing more than \$5.3 billion over five years. This investment will assist our government in supporting families throughout our province as we work to make child care a core service people can rely on. Access to affordable and quality child care is life-changing for parents and it's good for our communities and our economy as a whole.

"From speaking with constituents, families and advocates, we know the relief that comes with securing quality child care you can afford. The additional federal funding over the next five years will assist our government in continuing to make child care more affordable for families. By increasing access to child care, this funding will support early childhood educators and others in the child care workforce to deliver the quality child care families need.

"In 2021, B.C. was the first jurisdiction in Canada to sign a Canada-wide Early Learning and Child Care Agreement with the Government of Canada. We look forward to continuing to work with the federal government to deliver on our shared priorities and work together to build a future where all families have access to affordable, quality, inclusive and culturally relevant child care, no matter where they live.

"As we face a time of economic uncertainty, investing in child care is helping us build a stronger, more secure future, and we will continue supporting families and making life better for British Columbians."

Contact:

Ministry of Education and Child Care
Media Relations
esme.mills@gov.bc.ca
250 896-4891

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

NEWS RELEASE

For Immediate Release

Ministry of Education and Child Care

2025ECC0015-000242

March 24, 2025

Investments will boost child care for families

VICTORIA – Families throughout British Columbia continue to benefit from government investments in child care, as more families gain access to \$10-a-day spaces and new child care centre projects are funded.

“As we face economic threats and British Columbians struggle with rising costs, we are continuing to make critical investments in child care,” said Lisa Beare, B.C.’s Minister of Education and Child Care. “By increasing access to child care and saving families thousands of dollars per year, we’re helping hard-working British Columbians and securing a stronger future for our province today.”

More than \$62 million is being invested to create more than 750 new licensed child care spaces throughout B.C. through the accelerated space-creation programs. Once operational, these spaces will be eligible for the government’s fee reduction program, ensuring affordability for families.

“As Langford continues to grow, ensuring affordable and high-quality child care spaces for families in our community remains a top priority,” said Scott Goodmanson, mayor of Langford, which received a New Spaces Fund grant. “We are grateful for the support from both the provincial and federal governments in addressing this need and helping us move forward. Partnerships like these are essential for achieving our shared goals.”

Additionally, between March 1 and April 1, 2025, families will benefit from 770 new \$10-a-day spaces at 22 child care centres throughout B.C., including in Surrey, Parksville and Williams Lake.

“Communication Stars Specialized Childcare is excited to be part of the \$10 a Day ChildCare BC program,” said Noreen Simmons, executive director, BC Family Hearing Resource Society. “We will be able to continue delivering a high-quality bilingual program, in English and American Sign Language, that supports the needs of the children we serve. That ensures our parents are less stressed because they have access to affordable, quality care.”

For this investment, the government’s focus was to prioritize new \$10-a-day facilities in communities that do not yet have access to the \$10 a Day ChildCareBC program and/or providers who serve low-income areas. Spaces in the \$10 a Day ChildCareBC program reduce the average cost of child care for children five and younger from \$1,115 a month for full-time, centre-based care to \$200 a month for the same service, saving families an average of approximately \$915 a month per child.

“The \$10-a-day savings will make a big impact on our family,” said Ami, a parent. “We thank Communication Stars Specialized Childcare and my child’s teachers for providing a language-

rich program for deaf and hard-of-hearing children, and the \$10-a-day program for helping ensure families like ours can continue receiving high-quality, affordable, specialized child care.”

These investments in the creation of new licensed child care spaces and the ongoing growth of \$10-a-day child care in communities throughout B.C. represent further progress in partnership with the federal government. The Canada-wide Early Learning and Child Care Agreement supports the \$10 a Day ChildCareBC program, the New Spaces Fund and additional funding through the federal 2025-26 Child Care Infrastructure Fund to support the creation of new child care spaces.

Since 2018, the Province and Government of Canada have invested nearly \$8 billion through ChildCareBC to build a future where access to affordable, high-quality and inclusive child care is a core service that families can rely on. This has resulted in more than 40,000 new child care spaces funded – more than 23,000 of which are open – and more than 16,000 \$10-a-day child care spaces throughout B.C.

Quotes:

Rohini Arora, parliamentary secretary for child care –

“By investing in child care and raising families up, our government is making a real difference in people’s lives. Child care is critical for parents, especially mothers to be able to work, study and pursue opportunities which, in turn, is good for our communities and B.C.’s economy.”

Jagrup Brar, MLA for Surrey-Fleetwood –

“I am pleased to see that more families in Surrey will be saving thousands of dollars each year, as three more child care centres move into the \$10-a-day program. These savings will help hard-working people stretch their budgets further and help make our community stronger and more resilient.”

Learn More:

For more information about affordable child care options through ChildCareBC, visit:
www.gov.bc.ca/childcare

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

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

Three backgrounders follow.

Contact:

Ministry of Education and Child Care
Media Relations
ECC.media@gov.bc.ca
250 896-4891

BACKGROUND 1

For Immediate Release

Ministry of Education and Child Care

2025ECC0015-000242

March 24, 2025

Boosts for B.C. child care

- More spaces will be converted to the \$10 a Day ChildCareBC program over the next couple of months, bringing B.C. closer to the goal of 20,000 \$10-a-day spaces by March 31, 2026.
- In addition to the \$10 a Day ChildCareBC program, the federal and provincial governments are helping families with the cost of child care through:
 - Child Care Fee Reduction Initiative: families representing more than 138,000 children under the age of 12 are saving as much as \$900 a month, per child;
 - The Affordable Child Care Benefit (ACCB): the program provides up to \$1,250 a month to families who make as much as \$111,000 per year. ACCB can be combined with either the fee reductions or the \$10-a-day program, which can drop fees as low as \$0.
- British Columbia has signed five-year extensions to the Canada-British Columbia Canada-Wide Early Learning and Child Care Agreement and to the Canada-British Columbia Early Learning and Child Care Agreement, worth more than \$5 billion total, which includes the fourth and final year (2026-2027) of the Early Learning and Child Care Infrastructure Fund.
 - Funding provided to British Columbia will increase by 3% every year for four years, starting in fiscal year 2027-28, ensuring the early-learning and child care system remains sustainable over the duration of the agreements, while providing flexibility for British Columbia to respond to inflationary pressures.

Contact:

Ministry of Education and Child Care

Media Relations

ECC.media@gov.bc.ca

250 896-4891

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

BACKGROUNDER 3

For Immediate Release
2025ECC0015-000242
March 24, 2025

Ministry of Education and Child Care

Funding opens new child care spaces throughout B.C.

ChildCareBC 2024-25 New Spaces Fund:

Yellowhead Community Services Society, Clearwater

Building Blocks Daycare, 13 spaces

Town of Creston

Facility Name TBD, 110 spaces

The Corporation of the City of Duncan

McAdam Park, 36 spaces

School District 60, Fort St. John

Robert Ogilvie Elementary, 24 spaces

City of Langford

Facility Name TBD, 73 spaces

The Sonshine Street Preschool, Langley

Sonshine Street Childcare – Aldergrove, 24 spaces

Balfour Recreation Commission, Nelson

Cedar and Stars Early Learning Centre, 24 spaces

Parkgate Community Services Society, North Vancouver

Lynn Creek Child Care, 37spaces

School District 93 (Conseil Scolaire Francophone), Penticton

Entre-Lacs, 33 spaces

School District 93 (Conseil Scolaire Francophone), Prince George

Franco-Nord, 33 spaces

School District 69, Qualicum

Qualicum Beach Elementary, 75 spaces

University of British Columbia, Vancouver

Facility Name TBD, 37 spaces

2025-26 Early Learning and Child Care Infrastructure Fund:

Nawican Friendship Centre, Dawson Creek

Nawican Child Care Centre, 44 spaces

Chawathil First Nation, Hope

Chawathil Child Care Centre, 48 spaces

Kamloops Aboriginal Friendship Society

Facility name TBD, 33 spaces

Skeetchestn First Nation, Savona

Knucwentwecw, 81 spaces

Sik-E-Dakh (Glen Vowell First Nations)

Sik-E-Dakh Daxyget Daycare, 37 spaces

Contact:

Ministry of Education and Child Care

Media Relations

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Trustee Report
Vancouver Island School Trustees (VISTA)
Spring Conference
March 7/8

Respectfully Submitted by Trustee Elaine Young

Beacon Community Services:

Beacon Community Services is a central hub for programming that brings together the School District and the community. As a result of transportation, I arrived part way through this presentation. Questions were being asked of participants.

- What collaborations are working in your school district?
- Are there other opportunities?
- How can you start to explore the opportunities?

Among the Districts that reported out, some reported on newly built schools that featured a whole “wing” of community services. many of which were based on preventative health. For me, this raises a question of equity between districts with increasing enrollment that get new schools and those with declining enrollment who have older buildings with no special “wings.”

Cordova Bay Elementary School (Beauty and the Beast Junior Performance)

This was a student produced and led production with 48 students from Grades 3-5. Older musical theatre students assisted in the production. The performance was enjoyed by all the assembled trustees.

Cybersecurity Awareness

This is a very “hot” topic in School Districts at the present time. Districts have been “Hacked” and held for ransom. There have been previous presentations from the Ministry of Education and Child Care indicating that Districts must understand Cybersecurity and take action to prevent threats.

Significant Learnings:

- People are the weakest links in the security chain and they are also in the front line of defense. Training is essential.
- Hackers look for holes in security systems and they are always one step ahead....
- Over 75% of targeted cyberattacks begin with emails so make certain you know where the email comes from.
- Passwords should be long (20 characters at least) and not stored on computer systems.
- Passwords should be changed from time to time
- Backups are absolutely necessary
- Multi-factor identification should be employed wherever possible.

Focused Education provides services to School Districts including awareness, prevention, monitoring, detecting, response and recovery. Reference the VIU cybersecurity audit from the Ombudsperson as a resource. Focused Education has many resources and templates for policies and procedures.

Food Programs in Sooke

About 5 years ago, Trustees began learning about Food Programs in Sooke. At that point, one of the new schools had created a fully operational kitchen and served us a fabulous meal based on using produce from Mustard Seed and other gleaners. Their focus was on reducing waste and using the entire animal. It was inspiring then and now it has expanded further.

The Sooke School District has partnered with “Flourish! School Food Society” which helps nourish more than 3000 students in 33 schools on the South Island. They are working collaboratively to expand the network and to help build school meal programs for all students that are supported by curriculum connected, experiential learning opportunities in school gardens, kitchens and composts. The goal now is to bring full food security to everyone in the area. They use the following process.

- Step 1 – Tilling the Soil. Bring together the interested parties.
- Step 2 – Setting the Table. Use Pilot Project funding to sustain the current programs and expand programs. Fund as many pilots as possible. (This is what our District did with Feeding Futures Funding as each school was given a part of the funds and schools decided on priorities.)
- Step 3 – Micro-granting to long-term projects with a comprehensive long-term plan.

Flourish also coordinates volume buying to reduce prices. See [Flourish](#) or the [Sooke School Food Program Plan](#) for more information.

Tour of Upgraded Victoria High School

“Vic High.” Is the second oldest school in BC and the oldest Secondary School. Current students provided a tour of the school. Most interesting to me was the school archives and how the new construction meshed with the older parts of the building in an almost seamless way. This is a place with a proud history and a sense of itself displayed in the building.

Trustees spent time in the gyms, by the display cases and identifying family members in the class photos that covered the hallways. Newly Indigenous created artwork was displayed near stained glass windows that were a century old.

If you go to Victoria during the school year and have the opportunity to arrange to stop by the school, please do so.



QUALICUM SCHOOL DISTRICT SUPERINTENDENT OF SCHOOLS

Yath ćisum
Always growing
Grandissons ensemble

Briefing Note

Date: April 22, 2025
To: Board of Education
From: Peter Jory, Superintendent of Schools

Re: Start Time Adjustments

Background:

Start times in school districts are typically determined by a number of factors. These include the need to meet the minutes set in the [Provincial Calendar Regulation](#), the district's transportation system, and historical elements carried over year by year. It should be noted that the vast majority of school start times across the province now land between 8:30 and 9:00 am, with 9:00 am widely accepted as ideal, giving some balance to other societal needs and impacts.

Conversations began in the Qualicum School District in November of 2023 raising the possibility of changes to start times to address two primary issues. The first issue was an interest in later times to better support student mental health and learning, and especially so in regard to our older adolescents, given the [considerable research](#) in support of potential impact on sleep. The second issue was the recognition of inequity due to the considerably earlier 8:10 am start times at two district elementary schools (Errington and Nanoose Bay) and morning bus pick-up times as early as 7 am for attending students.

After some discussion, and consideration of nearly 2000 survey responses from parents and caregivers, as well as feedback from student focus groups, a proposal was brought forward to the Board of Education at the March 12, 2024 Regular Public Meeting to move all school start times forward 10 minutes. This change was presented as a compromise, given that the use of the new bus routing software had not evolved to the point where more specific changes could be applied where most needed, and a few school start times would be pushed past 9 am while still having limited impact on the primary concerns. The motion was considered by the Board but ultimately rejected, with some encouragement to revisit the issue when a more targeted approach could be considered.

Next Steps:

Improved use of the bus routing software now presents another chance to consider start times changes, but this time do so in a manner that has greatest impact on the two previously mentioned early starting elementary schools, have some positive impact on the two secondary schools (Ballenas and Kwalikum), but also limit impact on the rest of the system to minor changes that keep their start times at or just prior to 9 am. A further survey of 1000 responses were collected from parents and caregivers from the four most impacted schools, as well as from secondary student focus groups, and again this information was shared with the Board of Education. Principals have been working with their staff committees to determine school scheduling within the proposed transportation bookends that were recently shared.

Further work will continue in order to better understand and reduce the impact of courtesy riders, as well as mitigate other factors that impact both cost and ride lengths, with the intention to improve efficiency and overall service levels to those outside the walk limits. Meanwhile, the proposed adjustments should be seen a worthwhile step towards positively impacting the issues identified in paragraph two above.

Below is a grid showing the current start and end times and the proposed start and end times at each school for the coming school year. Note that minor changes may still occur in response to ongoing conversations regarding operational needs, as well as some smaller annual shifts in response to changes in days of instruction, but the information below best represents current understanding of what will occur across the school district for the 2025-26 school year if given Board support.

School	Current AM	Proposed AM	Current PM	Proposed PM
AES	8:50	9:00	2:36	2:51
BES	8:54	8:54	2:45	2:45
EES	8:10	8:30	1:56	2:16
FBS	9:00	9:00	3:07	3:07
NBES	8:09	8:30	2:00	2:21
EOES	8:55	9:00	2:41	2:51
QBES	8:49	9:00	2:40	2:51
SES	8:54	9:00	2:45	2:51
BSS	8:38	8:50	3:06	3:10
KSS	8:32	8:50	3:00	3:10

Recommendation:

THAT the Board of Education of the Qualicum School District approve the later start times as presented to begin in the 2025/2026 school year.

Respectfully submitted,



Dr. Peter Jory
Superintendent of Schools/CEO



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Always growing
Grandissons ensemble

**Qualicum School District
Finance & Operations Committee of the Whole Report
Monday, April 14, 2025
Via Video Conferencing
10:30 a.m.**

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 indicating that the final coat of the rubberized surface will be installed next month weather permitting. He shared that, once the track is open for use, the fencing will move to surround just the inside field in order to allow the grass to take root. There was some conversation on a possible date for the grand opening with the hope for a spring ceremony, before the end of the school year.

b. False Bay School Replacement Request

Director of Operations Munro reported that the Ministry has approved a full rebuild of False Bay School. He noted that the teacherages were not supported for upgrading or rebuilding; therefore, the District will determine if there might be another way to have some upgrades done to them while the contractor is working at the site. He was also able to point out that there are additional benefits for the community as the approved project includes a new gymnasium and Neighborhood Learning Centre (NLC) elements that will allow for some community access and use in a secured and controlled manner.

c. Kwalikum Secondary School Multi-Use Basketball Court - PAC Contribution

Director of Operations Munro reported that he has had preliminary conversations with the Town of Qualicum Beach and the Kwalikum Secondary School Parent Advisory Council (PAC) in order to get a sense of what is being considered. He reported that the costs are in the range of \$250,000 to \$400,000 per court should this project be taken on.

3. ITEMS FOR DISCUSSION

a. Budget Development – Preliminary Survey Results

Secretary Treasurer Amos reported on the Budget Survey results that have been received so far. It was shared that while there are several opportunities at public meetings, the survey allows for many others particularly parents to be engaged in the budget process. It was shared that at this time 114 participants have provided responses which included areas within the School District that are doing well and areas of concern that could need attention.

b. Transportation Fees

Manager of Operations – Safety and Transportation, Brant Prunkl, shared recent work of the transportation department in establishing the 2025/26 fee structure. It was observed that there had been feedback from parents and the Board when the new safety fees were applied last year to take advantage of additional opportunities that the new software provided, specifically the ability to inform parents of their child's status on the bus. In balancing this benefit, along with the Department's need to better plan in advance of the next school year, the fees will be adjusted to consider both. The safety fee would be waived for early registration of eligible riders but for late registration the fee would remain. There was also consideration regarding the cost of providing transportation for courtesy riders; therefore, to partly address this, the fees will be raised accordingly.

4. INFORMATION ITEM(S)**a. National School Food Program Funding**

It was shared that the new funding of \$99,000 that was recently announced as part of a Federally support food program will supplement the Feeding Futures funds with the same spending guidelines, i.e. staffing and supplies.

b. Quarter 3 Financial Summary

Assistant Secretary Treasurer, Ryan Hung, provided an overview of the latest quarterly results, highlighting that most costs are within reasonable ranges for this time of year. This included some optimism that replacement costs are currently running slightly under budget, as are supplies and service costs. It was also noted that some allocations to Special Purpose and Capital Planning accounts will be adjusted prior to year-end to relieve the operating fund, which currently bears the costs.

c. Lead in Water Report

It was reported that the Lead in Water report was filed appropriately with the Ministry in March and is available on the Qualicum School District's website for public review. Most of the tests came back within acceptable levels; however, some are requiring a mitigating strategy be identified. For these, and as determined by a drop-down mitigation strategy, signage will be posted at the sites to run the water for one minute to clear the lines of contaminants. It was shared that the testing focusses on the sources being for drinking purposes, not necessarily for washing or watering, and that the testing needs to be done once every three years.

d. Capital Response Letter

Information regarding the recent 2025-26 Capital Program announcement was shared and will be passed on to the Regular Board meeting as a motion to adopt the Capital Plan bylaw.

5. ITEMS FOR RECOMMENDATION TO THE BOARD**a. Capital Plan Bylaw**

Capital Plan Bylaw No. 2025/26-CPSD69-01

6. FUTURE TOPICS**a. Cyber Security****7. NEXT MEETING DATE: Tuesday, May 20, 2025 at 10:30 a.m. via video conferencing**



March 25, 2025

Ref: 23223

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

Capital Plan Bylaw No. 2025/26-CPSD69-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

Status of Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150356	False Bay Elementary	Seismic Mitigation	Final business case is with the Ministry for funding approval decision.

As a reminder, Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

The Ministry continues to require school districts to use simplified designs for new schools and/or expansion to existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure the *Simplified Design Guidelines* are used. The guidelines are attached for reference.

Please contact your Regional Director or Planning Officer with any questions regarding Major Capital projects.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

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

Facility Name	Program Project Description	Amount Funded by Ministry
Kwalikum Secondary	SEP - Interior Construction Upgrades	\$510,000
Ecole Secondaire Ballenas Secondary	SEP - Interior Construction Upgrades	\$495,000
Oceanside Elementary	CNCP - HVAC Upgrades	\$220,000
Errington Elementary	CNCP - HVAC Upgrades	\$220,000
Bowser Elementary, Nanoose Bay Elementary, Oceanside Elementary, Springwood Elementary, Winchelsea Elementary	FIP - Kitchen and Equipment Upgrades	\$110,000
Springwood Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the

approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

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

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

CAPITAL BYLAW NO. 2025/26-CPSD69-01
CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated April 22, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No.2025/26-CPSD69-01.

READ A FIRST TIME THE 22nd DAY OF APRIL 2025;
READ A SECOND TIME THE 22nd DAY OF APRIL 2025;
READ A THIRD TIME, PASSED THE 22nd DAY OF APRIL 2025
.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2025/26-CPSD69-01 adopted by the Board the 22nd day of April 2025.

Secretary-Treasurer



**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
MONDAY, APRIL 14, 2025
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.

1. INTRODUCTIONS AND TERRITORIAL ACKNOWLEDGEMENT

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

2. FOR INFORMATION

None

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

a. Board Policy 604: Workplace Bullying and Harassment

Anna Phillips, Health & Wellness Coordinator, reviewed the revisions which were intended to avoid overlap and make the policy and administrative procedures more concise. The revisions were as follows:

- i. Removal of some of the language in the policy statement that was referred to in the Board's Guiding Principles.
- ii. 'Scope' was pulled out of the administrative procedures and placed in the Policy to ensure it is clear as to who the policy does or does not apply to in the policy statement.
- iii. Definitions were removed from policy as they were also contained in the administrative procedures.

A clarification was requested as to which employees the policy referred to. 'Employee' was defined as encompassing district staff other than the Board of Education as they are governed by the Trustee Code of Conduct included in the Trustee Handbook. That definition will be made clear with some additional wording.

It was also noted that the use of 'employee' versus 'personnel' is to reflect WorkSafe BC policy which uses the term 'employee'.

Discussion was also had as to whether the definitions might provide more clarity to the reader if they were contained in the policy rather than the administrative procedure, and whether 'Scope' would be better situated in the Policy Statement.

Chair Flynn will discuss with Health & Wellness Coordinator Phillips to determine where the references would be best placed.

Health & Wellness Coordinator Phillips then reviewed the changes in the administrative procedures as follows:

- i. Providing a broader definition of bullying and harassment expanded on those additions.
- ii. An additional point to state that bullying and harassment is not any reasonable action taken by an employer or supervisor relating to management and direction of workers or the place of employment. This comes from a WorkSafeBC document and is also referred to similarly in the teachers' collective agreement and the support staff collective agreement.
- iii. The district's reporting and investigating procedures were removed from the administrative procedures and reincorporated as an HR Procedure, which is now the district's internal process for the reporting and investigation of incidents and complaints. This would not be a public facing document and will be posted internally for staff reference.

The policy will be not be forwarded for first reading. It will, instead be reviewed and edited as discussed and reviewed again at the May Education Committee.

b. Board Policy 703: Student Fees and Subsidies

Superintendent Jory highlighted the revisions made to make it clear in the policy that when school request funds from families that there is are options for those experiencing financial challenges.

The other revision made was to clarify that core funding is used when all students are involved while targeted funding is for something that is very specialized in addition to curriculum and core funding only after reaching an agreement with the Indigenous Education Council.

The Committee then discussed wording to ensure that families are easily able to access the process at each school to apply for a fee waiver.

Superintendent Jory will edit the policy and administrative procedure to provide that clarity to and ease of access to the process for families.

It was also suggested to remove the reference to 'required for graduation' as a fee waiver could also be requested for courses/activities that are not required for graduation.

The policy will be brought forward for first reading with edits as suggested.

c. Board Policy 101: Projects – Tendering, Purchase and Disposal

The Committee discussed whether there were some edits required to the priority list under Guiding Principles and including wording to prioritize buying Canadian.

It was suggested that it might be more practical to create a separate Purchasing Policy for the less costly items and a capital policy for tendering of larger capital projects, especially considering two larger projects having been approved.

The policy will be held for editing prior to being brought forward to a future policy committee meeting for review and potential first reading.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**a. Board Policy 600: Personnel**

Superintendent Jory noted that the Contextual statement has been bolstered and some minor housekeeping edits made.

No further revisions were suggested and the policy will be brought forward to the April Regular Board Meeting for second reading.

b. Board Policy 602: Exempt Staff Supplementary Employee Benefits

No further revisions were suggested and the policy will be brought forward to the April Regular Board Meeting for second reading.

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**a. Board Bylaw 3: Meetings of the Board of Education**

It was noted that inclusion of Student Voice still required some work and could be added at a later date. A request was made to change the word 'exigent' to 'special' in point IX. 4.

The requested edit will be made and the bylaw will be brought forward to the April Regular Board Meeting for third and final reading.

b. Board Policy 500: Communicating Student Learning

No further changes were recommended and the policy will be brought forward to the April Regular Board Meeting for third and final reading.

c. Board Policy 502: Field Experiences (Trips)

Additional revisions to the context and guiding principles as provided by the Director of Instruction were reviewed.

The changes were accepted and the policy will be brought forward to the April Regular Board Meeting for third and final reading.

d. Board Policy 504: Copyright and Intellectual Property

The striking of Guiding Principle No. 3 was queried as, should the district provide training and knowledge of copyright laws, it should be clear that it would be the responsibility of any individual who breached those laws, not the school or the school district. The point was noted as being redundant as it is already contained in law and, therefore, not necessary to include in Board Policy.

No further changes were recommended and the policy will be brought forward to the April Regular Board Meeting for third and final reading.

e. Board Policy 507: Programs of Choice and Specialty Academies

It was noted that this policy including wording to ensure that applications would include opportunities for bursaries or fee waivers, as was recommended to be included in Policy 703.

No further changes were recommended and the policy will be brought forward to the April Regular Board Meeting for third and final reading.

f. Board Policy 606: Respectful Workplace

The Committee reviewed the changes made by Anna Phillips, Health & Wellness Coordinator, to clarify who the policy applies to and to reinstate administrative procedures. Upon further reflection and in light of the earlier conversation regarding the Policy 600: Personnel, it was suggested that some additional review and revisions were needed to correct some inconsistencies and clarify to what extent the district has responsibility and to ensure district employees are conducting themselves in an appropriate professional manner.

It was also suggested to include a reference to Board Bylaw 1 which outlines the Trustee Code of Conduct, so that the policy encompasses the entire educational community.

The policy will be held for further review and edits prior to being presented for third and final reading at a future date.

6. FUTURE TOPICS

a. 700 Series: Student Services

Chair Flynn asked trustees to consider the BCSTA document and Accessibility and Inclusion in upcoming discussions of policy relevant to same.

7. NEXT MEETING DATE: Tuesday, May 20, 2025 at 1:00 p.m. via Microsoft Teams



Context

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (Ministerial Order M236/07) and Provincial Fees (Ministerial order M140/89) further explains fees and rentals related to graduation from schools in B.C.

Policy Statement

The Board will charge fees as needed in full compliance with the School Act and Ministerial Orders. No student will be denied access to a program, course, class, **or other learning opportunity** that is required for graduation because they cannot afford the fee.

Guiding Principles

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to families of eligible students to assist with the costs associated with living away from home while pursuing graduation in a School District 69 school.

References:

- [The School Act Sections 82 and 168](#)
- Ministerial Orders [236/7](#) and [140/89](#)
- [Administrative Procedures to Board Policy 703: Student Fees and Subsidies](#)

Dates of Adoption/Amendments:

Adopted: 1979.07.01

Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: 2018.02.27:
2022.05.24



ADMINISTRATIVE PROCEDURES to BOARD POLICY 703

STUDENT FEES AND SUBSIDIES

Page 1 of 2

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents/caregivers the procedures **process** to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course, **or learning opportunity, and publish this process on their school website. All requests for funds to parents/caregivers must include a link to those school procedures.**

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/caregivers provide for students, personal supplies and equipment which school do not typically provide, such as: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.



- Students in “trades programs” (as defined in the School Act) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.
- **Requests for Indigenous targeted funding and First Nations Band funding should be limited to enhancement activities which are in addition to those experienced by the general student population.**

References:

- [The School Act Sections 82 and 168](#)
- Ministerial Orders [236/7](#) and [140/89](#)
- [Administrative Procedures to Board Policy 703: Student Fees and Subsidies](#)

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended: **2022.05.24**



Context:

~~Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.~~

The Qualicum School District is focused on improving outcomes and producing educated citizens as per the Ministry of Education and Childcare's mandate and District Strategic Plan. The District takes pride in being a good employer and valuing our employees. As an effective organization, we rely on positive and appropriate personnel practices and interactions, and believe the modelling of these qualities is an important tool in a healthy and productive learning environment.

Policy Statement:

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

Guiding Principles:

The Board believes that:

1. Members of MATA, CUPE, QDPVPA and exempt staff are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.

Definitions:

- Long-term service is marked when an employee reaches 10/20/30 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

References:

- [Board Policy 302: Communities and Volunteers' Involvement in our School District](#)
- [Criminal Records Review Act](#)
- [Mount Arrowsmith Teachers' Association \(MATA\) Collective Agreement](#)
- [Canadian Union of Public Employees \(CUPE\) Local 3570 Collective Agreement](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 600

PERSONNEL

Page 2 of 2

• ~~Qualicum School District Employee Handbook (Internal Document for Employees)~~

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22: **2023.11.28**



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Context

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

Policy Statement

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

Guiding Principles

The Board believes that:

1. A respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. Benefits should not be subtracted when moving to a position of greater responsibility.

References:

- [Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: 2021.02.23

Amended:



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 602
EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS**

Purpose

These administrative procedures are designed to support Policy 602: *Exempt Staff Supplementary Employment Benefits*, and build from the Board of Education's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 7 (parental) and G.21.40 9 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

- [Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



PURPOSE:

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

I. RULES OF ORDER

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

II. MOTIONS

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



- d. Motion to refer to Committee.
- e. Motion to proceed to next business.

6. **Amendment**

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

7. **Reconsideration**

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

III. **REGULAR BOARD MEETINGS**

- 1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.
- 2. Meetings may be done via video-conference as determined by the Board, and when done so, will be recorded and posted on the Internet for up to one year.
- 2. Due to the winter and spring break periods, the regular Board meetings in December and March will be held on the second Tuesday of those two months.
- 3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.
- 4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
- 5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.
- 6. All regular meetings of the Board shall be open to the public.
- 7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled. The Board Chair may call a recess at their discretion.
- 8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.



9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) Call to Order and Introductions
 - 2) Acknowledgement of Traditional Territory
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes each)
 - 6) Public Questions and Comments (*related to agenda items*)
 - 7) Business Arising from the Minutes.
 - 8) Mount Arrowsmith Teachers' Association
 - 9) Canadian Union of Public Employees, Local 3570
 - 10) District Parents Advisory Council
 - 11) Action Items
 - 12) Information Items
 - 13) Finance and Operations Committee of the Whole Report
 - 14) Education Committee of the Whole Report
 - 15) Policy Committee of the Whole Report
 - 16) Reports from Representatives to Outside Organizations
 - 17) Trustee Items
 - 18) New or Unfinished Business
 - 19) Board Correspondence and Media
 - 20) Public Question Period (*on any topic*)
 - 21) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be posted on the district website on the Friday prior to the regular Board meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.
14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.

IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School district staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.



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

V. SPECIAL MEETINGS

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



will be included. Public comments/questions must be directly related to the topics on the special meeting agenda.

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

VI. DELEGATIONS

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

VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.



3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the Board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

What Belongs on the Consent Agenda?

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

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

VIII. PUBLIC QUESTION PERIOD

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

IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:



MEETINGS OF THE BOARD
(Page 7 of 10)

- i. Education Committee of the Whole
 - ii. Finance and Operations Committee of the Whole
 - iii. Policy Committee of the Whole
2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's standing Committees.
3. Any matters considered by a Committee of the Board which have financial implications are to be referred to Finance and Operations Committee of the Whole for comment before the originating Committee brings the matter to the Board.
4. Board Standing Committee meetings will typically meet via videoconference, ~~but will typically not be recorded or posted, with exceptions determined by the Board.~~ **The dates and times for these meetings and whether or not the meetings will be recorded and posted will be determined by the Board annually, with these decisions made public prior to September 30th of each school year. Committee Chairs may bring forward change requests to the Board when exigent special circumstances arise.**

Committee Chairs will be expected to provide committee meeting summaries at the subsequent regular meeting of the Board.

5. Education Committee of the Whole:

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.

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

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

6. Finance and Operations Committee of the Whole:



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

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

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

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

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

7. Policy Committee of the Whole:



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

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

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

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

X. CHIEF EXECUTIVE OFFICER

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

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

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

XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD



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

XII. TITLE

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

Read a first time the 24th day of October 2023.

Read a second time the 28th day of November 2023.

Read a third and final time, passed and adopted this 27th day of February 2024.

SECRETARY TREASURER

BOARD CHAIR

Dates of Adoption/Amendment:

Adopted: 2014.06.24

Amended: 2014.09.23: 2019.04.23: 2019.11.26: **2024.02.27**



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 2

Context

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger all learners.

Policy Statement

The Board of Education, through their educators, will have effective communication between home and school with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy the K-12 Student Reporting Policy, the Qualicum School District Communicating Student Learning Plan and the Qualicum School District Communicating Student Learning Handbook. Placement of any student by grade, course or program will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs, and will normally be with their same age cohort. *Note: student placement is covered in Board Policy 704 Student Catchment. . .*

Guiding Principles

The Board of Education believes that:

1. Parents should be meaningfully involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.
3. Students and parents should be provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. Information shared with parents should be descriptive and strength based, and should include suggestions about ways to support further learning.
5. Students should be encouraged to work toward their goals, build student ownership, and have a central role in the communication process.
6. Students should be able to use this information to make necessary revisions to their work and set new learning goals

References

- [K-12 Student Reporting Policy \(July 2023\)](#)
- [K-12 Student Reporting Policy: Communicating Student Learning Guidelines \(PDF\)](#)
- [K-12 Student Reporting Information for Educators and School Leaders](#)
- [Core Competencies](#)
- [Qualicum School District Communicating Student Learning Plan](#)
- [Qualicum School District Communicating Student Learning Handbook](#)
- [Ministerial Order, 184/23, the Learning Update Order](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 082/09, the Permanent Student Record Order](#)



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 2 of 2

- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement](#)

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Rescind No Longer needed

Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. Communicating student learning will be done in a way that ensures that parents are well informed, etc. (see list in current policy)
2. Information provide to parents will be descriptive, etc. (see list in current policy)
3. Communicating student learning will occur in a variety of ways including:
 - a. Parent conferences
 - b. Student-led and three-way conferences
 - c. Electronic or paper-based portfolios
 - d. Reporting/communication applications
 - e. Written interim reports
 - f. Web-based resources
 - g. Phone calls, emails or texts
 - h. Samples and demonstrations of student work, videos or written summaries
 - i. Formal “points of progress” reports



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**

- j. Formal report cards

Methods of Communicating Student Learning

1. The District will continue to support use of technology-based tools to assist teachers in carrying-out this work:
 - Professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with technology-based tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.

References

- [Student Reporting Policy \(2016\)](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 082/09, the Permanent Student Record Order](#)
- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Board Policy 500: Communicating Student Learning and Student Placement](#)

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**



Context:

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

Policy Statement

The Board supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance support curricular learning and core competency development, which includes Indigenous worldviews and perspectives or other educational endeavours, and other educational opportunities such as , athletics, culture, music, and languages.

Guiding Principles

1. In partnership with the local Nations, the Board of Education recognizes the importance of experiential learning connected to place in relation to land as an important part of Reconciliation.
2. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to Qualicum School District as possible without compromising the quality of the experience.
3. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:
 - a. Student safety and security for all participants including students, staff, volunteers and the District;
 - b. Curricular relevance and the appropriateness of the activity to the students' educational program;
 - c. Ensuring that the experiences are effective, affordable and accessible to all students **as per Board Policy 703: Student Fees and Subsidies**; and,
 - d. Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
 - e. Ensuring that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.
4. The Board retains the right to review and give approval for experiences that are out of province, but delegates that authority to the Superintendent.
5. The Superintendent will ensure the Board is informed of any emerging safety concerns.

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- [Board Policy 703: Student Fees and Subsidies and its attendant Administrative Procedures](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:



QUALICUM SCHOOL DISTRICT

BOARD POLICY 502

FIELD EXPERIENCES (TRIPS)

Page 2 of 2

Adopted: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: 17.03.28:
2020.05.26: **2023.04.25**



Purpose

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

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

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

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

Requirements

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



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

Parent/Guardian Responsibilities

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

Student Responsibilities

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



Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

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

Field Experience Supervisor Responsibilities

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

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

Field Experience (Trip) Categories

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

Category 1 - Same Day Field Experiences

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

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

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



1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.
2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

Category 3 - Higher Risk Outdoor Field Experiences

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

These would typically be:

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

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

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

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

Applying for Category 4 Field Trips

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require approval in principle a minimum of eight months prior to travel, and final approval a minimum of four months prior to



travel. It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.

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

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

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

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

Inappropriate Field Experiences

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

Inappropriate field experiences are characterized as those that may involve:

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

References:

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

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: 2020.05.26: **2023.04.25**



COPYRIGHT AND INTELLECTUAL PROPERTY

Page 1 of 1

Context

The Board of Education recognizes that the ~~Copyright Act~~ is designed to protect the legal rights, through copyright laws, of authors and producers of creative works to the ownership of their intellectual property, and requires its employees to respect these rights and the copyright provisions in district schools.

Policy Statement

The Board of Education will ensure that all staff are supported in abiding by all copyright laws, provisions, and protocols.

Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws ~~related to the nature of the publication~~ and is committed to fulfilling its ethical and legal obligations with respect to the use of copyright protected works used in the school district.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. ~~Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.~~ *Note: already contained in law so not necessary.*
4. ~~Employees are to be guided in their practice by the provisions of Copyright Matters and the Fair Dealings Decision Tool as described in the Administrative Procedures.~~ *Note: too specific for policy, these may change and are covered in AP.*
5. ~~Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources~~ All works produced by employees in fulfilling their role and responsibilities during the course of their employment are considered to be the intellectual property of the school district unless otherwise expressly agreed in writing prior to the creation of the material.

References

- [Administrative Procedures to Board Policy 504: Copyright and Intellectual Property](#)
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

Dates of Adoption/Amendments:

Adopted: June 22, 2021

Amended:



Purpose

These Administrative Procedures are written in support of Policy 504: *Copyright and Intellectual Property*.

~~For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.~~

Procedures

1. The Board designates a ~~District Resource Centre staff member~~ **the Director of Instruction** to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (~~e.g. CANCOPY, SOCAN~~).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 ~~development of procedures to ensure that expiration dates are honoured.~~
2. The teacher-librarian in each school **and the district resource center librarian** shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. Employees will be guided in their decision making regarding copyright materials by **[Copyright Matters!: Some Key Questions and Answers for Teachers \(5th Edition 2022\)](#)**, ~~a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at:~~



https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf and by using the *Fair Dealing Guidelines* and *Fair Dealings Decision Tool*.

9. ~~Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at:~~
~~<http://www.fairdealingdecisiontool.ca/DecisionTool/>~~
10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board.

References

- Board Policy 504: Copyright and Intellectual Property
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

Dates of Adoption/Amendments

- Adopted: 1990.06.13
- Amended: 1991.11.12: 2001.10.23: 2017.01.24: 2021.06.22: **2022.10.25**



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 1 of 2

Context

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

Policy Statement

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

Guiding Principles

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories, or taking locally developed and Board Approved **core and elective** courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
 - a. Be cost neutral to the School District over time;
 - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
 - c. Focus on building meaningful credentials for the BC Graduation Program;
 - d. Specify the enhancements that are being provided beyond regular programming;
 - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
 - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences. They are subject to additional requirements listed in Ministry regulation 219/08, in the Administrative Procedures for this policy, and Board Policy 703 (Fees and Subsidies).
4. Fundraising is permitted as a means to offset program fees.

Definitions:

Programs of Choice -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Specialty Academy – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.

References:

- [Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies](#)
- [Board Policy 703: Student Fees and Subsidies](#)
- [Building Student Success B.C's Curriculum](#)
- [Ministry Regulation 219/08: Specialty Academy Criteria](#)

Dates of Adoption/Amendments:

Adopted: **2022.05.24**

Amended:



PURPOSE

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in ~~School District No. 69~~ **the Qualicum School District.**
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies.*

APPLICATION PROCESS

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [Board Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

Reference:

- [Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies](#)
- [Board Policy 703 and Administrative Procedures: Student Fees and Subsidies](#)
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption and Amendments:

Adopted: **2022.05.24**

Amended:



**Qualicum School District
Education Committee of the Whole Report
Tuesday, April 15, 2025
Via Video Conferencing
2:30 p.m.**

Facilitator: Trustee Elaine Young

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. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. PRESENTATION

a. Integrated Child and Youth Team Lead

Siri Curliss (Team Lead) and Danielle Serge, (Clinical Counsellor)

- PowerPoint Presentation will be posted on the website with the notes of the meeting.
- It was acknowledged the support and collaboration the community has
- ICY is an integrated model to support children, youth and families with the Ministry of Children and Family Development (MCFD)- Child and Youth Mental Health (CYMH, Island Health and School Districts (Qualicum).

Key Highlights:

- QSD is in the 3rd wave of funding and now 20 districts have been funded for these teams.
- The ICY team is co- located at the Winchelsea Learning Centre
- As the Team Lead was hired the first part of their role was to complete a Community Needs Assessment – September 2024
- January 2025 Hired Clinical Counsellor (Danielle Serge)
- April 2025 – Youth Peer Support Team just being organized
- May 2025 – Discovery (Substance Mis-use) Counsellor to be added
- Later – Indigenous support and possibly other positions
- The current team members are already supporting the community and it was noted this is having an effect on the waitlists children, youth and families were seeing in the community.

b. Braveheart

Iain Hay, District Social Worker

- The program was initiated from a small Island Health Resiliency Grant
- Funding is aimed at student attendance and engagement
- Increased hours for CYCW's to connect with at-risk student
- CYCW's were able to establish contact with the home and mentor students at their schools
- 40 students were supported to attend or engage more in schools
- Grants are being applied for in the hopes of obtaining continued funding

3. EDUCATION UPDATES – SCHOOL AND/OR PROGRAMS**a. Associate Superintendent Wilson/Director of Instruction Terpstra****- Pre-Kindergarten Registrations Update**

The District has been able to accommodate almost all (and hopefully soon all) registered incoming Kindergarten students who applied to the Pre-Kindergarten program. The program became full scale last year after it had been met with great success during the pilot year at two schools.

- Course Selections at Secondary

Some interesting new courses are being offered at the Secondary Schools. Kwalikum Secondary School is offering a Math alternative. “It’s all about the money” and Physical Education courses aimed at promoting long-term physical health and wellness.

École Ballenas Secondary is offering Human Geography, Philosophy, Graphic Production and a bundled upper levels Humanities Program. This year’s Human Services Program was very successful.

b. Director of Instruction Terpstra

Mr. Terpstra highlighted the recent Numeracy Learning Round for Intermediate/Middle led by Carol Fullerton. Pictures from the session will be posted on the district website.

c. 2025/2026 School Fees

The proposed 25/26 School Fees Schedule was provided in the committee agenda package. Trustee Young read Trustee Austin’s statement which stated that fees were still a concern, especially for larger families and people did not understand the process for having fees waived.

It was pointed out that the proposed fee schedule was not yet finalized and more work would be done on the fee structures. The final draft will be reviewed at the May Education Committee prior to being presented to the Board at the May Board Meeting.

d. School Start Times

Superintendent Jory reported that a briefing note would be presented to the Board at the April Public Board Meeting with the proposed updated schedules of start and end times for the Board’s consideration. Schools are currently working with staff to review the school times.

4. INFORMATION**a. School Food Programs – Feeding Futures Funding**

Trustee Kellogg reported that trustees’ interest in the Feeding Futures Funding was peaked at a recent Vancouver Island School Trustees (VISTA) conference following a presentation by the Sooke School District showcasing their food programs.

A discussion about the history and some of the work QSD have done to support providing nutritional food to students.

Trustee Young reminded the Committee that there was a recent announcement of from the Federal Government regarding an investment for a National School Food Program. Districts are awaiting further details on that program and the funding provided.

Trustee Young suggested that the Board determine whether that Food Program Funding should be discussed at the Education Committee or the Finance & Operations Committee. To be considered further at a future date.

5. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

None

6. UPCOMING TOPICS

- a. District Programs
 - Learning Support/Inclusive Education
 - Indigenous Education
- b. Technology
- c. Mindfulness in May “Have Your Say” Exhibition
- d. Proposed 2025/26 School Fees
- e. Possibly – Food Program Follow Up

7. NEXT MEETING DATE: Tuesday, May 20, 2025 at 2:30 p.m. via Teams