

SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, FEBRUARY 25, 2020

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

*Recommendation:*

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

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: January 28, 2020 p 1-8
- b. Ratification of In Camera Board Meeting Minutes: January 28, 2020 p 9
- c. Final Approval for an International Student field experience to Seattle and Portland from March 18 to 20, 2020. p 10-15
- d. Receipt of Ministry News
  - Celebrate French Immersion: Célébrons L'immersion en français p 16-21
  - New teaching network a win for ECEs, quality child care p 22-24
  - New tool helps British Columbians plan for job success p 25-28
  - Positive changes coming for K-12 students after completion of funding review p 29-33
- e. Receipt of Reports from Trustee Representatives
  - Indigenous Education Services Committee – Trustee Godfrey p 34
  - French Language Advisory Committee – Trustee Young p 35
  - Oceanside Building Learning Together Coalition – Trustee Young p 36
  - Curriculum Implementation Advisory Committee – Trustee Flynn p 37
- f. Receipt of Status of Action Items – February 2020 p 38

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 25, 2020, as presented (or, as amended).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

- a. Oceanside Community Track Renewal Update (Elaine Young/Keven Elder) p 39
- b. Climate Action Task Force Update (Barry Kurland/Julie Austin)

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7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
  8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
  9. **DISTRICT PARENTS ADVISORY COUNCIL**
  10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
  11. **ACTION ITEMS**
    - a. **Amended Annual Budget Bylaw 2018/19** (Ron Amos) p 40-57

*Recommendations:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2019/20 fiscal year at its Regular Board Meeting of February 25, 2020.  
*(Must be Carried Unanimously)*

**THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$60,019,608 for the 2019/20 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$60,019,608 for the 2019/20 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$60,019,608 for the 2019/20 fiscal year.
  12. **INFORMATION ITEMS**
    - a. **Education Update** (Gillian Wilson/Vivian Collyer)
      - i. **Update re: Stewardship and Climate Change Learning** (Vivian Collyer) p 58-60
    - b. **Superintendent's Update** (Keven Elder)
  13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) p 61-62

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- 14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 63-64
- a. Board Policy 502: Field Experiences (Trips)** p 65-71  
(previously numbered 5020)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of February 25, 2020.
- b. Board Policy 617: Selection and Assignment of Exempt Staff** p 72-77  
(previously AP Only )
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 617: *Selection and Assignment of Exempt Staff* at its Regular Board Meeting of February 25, 2020.
- c. Board Policy 301: Living Wage (previously numbered 3001)** p 78-81
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 301: *Living Wage* at its Regular Board Meeting of February 25, 2020.
- d. Board Policy 503: Animals in Schools and Workplaces (previously AP only)** p 82-92
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 503: *Animals in Schools and Workplaces* at its Regular Board Meeting of February 25, 2020.
- e. Board Policy 303: Framework for Enhancing Student Learning** p 93  
(previously numbered 3003)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 303: *Framework for Enhancing Student Learning* at its Regular Board Meeting of February 25, 2020.
- f. Bylaw 1: Board of Education (previously titled Trustee Elections)** p 94-101
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of February 25, 2020.
- g. Bylaw 2: Board Structure** p 102-104
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 2: *Board Structure* at its Regular Board Meeting of February 25, 2020.

- h. Bylaw 7: Bylaw and Policy Development and Review** p 105-107
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 7: *Bylaw and Policy Development and Review* at its Regular Board Meeting of February 25, 2020.
- i. Board Policy 7012: Students' Right to Engage in Peaceful Protests** p 108
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading of Board Policy 7012: *Students' Right to Engage in Peaceful Protests* at its Regular Board Meeting of February 25, 2020.
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 109-110
- 16. REPORTS FROM TRUSTEE REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- a. Island Health Open Board Meeting – Trustee Young** p 111-112
- 17. TRUSTEE ITEMS**
- a. Referral of Category 4 and 5 Field Experience Requests to Education Committee of the Whole** (Trustee Kurland)

*Rational:*

The Board retains the right to review and give approval for experiences that are out of province (including the continental United States) and extended off-continent studies (Category 4-5). The existing policy regarding Category 4 and 5 field experiences states that:

*The Board further believes that in planning for any learning experience including field experiences, consideration must be given to student safety, curricular relevance and the appropriateness of the activity to the students educational program.*

Further, the mandate of the recently created Board Education Committee of the Whole is:

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

Therefore, the Education Committee of the Whole would be the appropriate place to consider Category 4 and 5 field trip requests before any approval in principle is granted and to return to the Board recommendations regarding a referred trip.

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) refer requests for Category 4 and 5 Field Experiences (Trips) to the Education Committee of the whole prior to being presented to the Board for approval in principle.



**17. TRUSTEE ITEMS CONT.**

- b. Proposed Cell Tower near Arrowview Elementary**

*(Trustee Austin)*

**18. NEW OR UNFINISHED BUSINESS**

**19. BOARD CORRESPONDENCE AND MEDIA**

- a. Letter to Ministers of Education and Finance re Funding**

**p 113-114**

- b. Response from Ministry of Education re: FSA for French Immersion**

**p 115-116**

**20. PUBLIC QUESTION PERIOD**

**21. ADJOURNMENT**



# School District No. 69 (Qualicum)

## REGULAR BOARD MEETING MINUTES

TUESDAY, JANUARY 28, 2020

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

### ATTENDEES

#### Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

#### Administration

Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Vivian Collyer	Director of Instruction
Don Bold	Principal, Collaborative Education Alternate Program (CEAP) Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

#### Education Partners

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

### 1. CALL TO ORDER

Chair Flynn called the meeting to order at 6:00 p.m.

### 2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Qualicum and Snaw-Naw-As (Nanoose) and First Nations for sharing their shared territories with the District.

### 3. ADOPTION OF THE AGENDA

#### 20-01R

*Trustee Kurland – current state of Bowser welcoming centre*

*Trustee Young – program coming up*

*Moved:* Trustee Godfrey                      *Seconded:* Trustee Young

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

**CARRIED UNANIMOUSLY**

**4. APPROVAL OF THE CONSENT AGENDA**

The Status of Action Items was removed from the consent agenda to be discussed during the Superintendent's Update.

- a. Approval of Regular Board Meeting Minutes: December 17, 2019
- b. Ratification of In Camera Board Meeting Minutes: December 17, 2019
- c. Ratification of Special In Camera Board Meeting Minutes: December 17, 2019
- d. Receipt of Ministry News
  - More Supports, Funding for Students in BC's Classrooms
  - Third annual awards honour BC's finest education professionals
  - BC students commemorate Holocaust Remembrance Day
- e. Receipt of Reports from Trustee Representatives
  - Oceanside Building Learning Together – Trustee Young

**20-02R**

*Moved:* Trustee Young

*Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 28, 2020, as amended.

**CARRIED UNANIMOUSLY**

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Debbie Comer, MATA President, commented on the following:

- The MATA General meeting held the week prior was attended by Teri Mooring, President of the BC Teachers' Federation.
- Support for the motion being proposed to write a letter to minister to have education fully funded.
- Provincial bargaining mediation and the union's proposed Action Plan, which would need to be discussed, debated and voted on by the membership should it be required by the union.
- As high schools prepare for second semester, MATA anticipates confirming that class size numbers are within those of the Collective Agreement
- Variety of workshops available for teachers during the February 24, 2020 district-wide professional development day.
- Appreciation to the MATA Professional Development representatives at each school and the in-district chairs for their dedication and efforts in providing a variety of learning opportunities for their colleagues.

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

Troy Forster, President, commented on the following:

- The CUPE Local 3570 Annual General Meeting will be held on Saturday, February 1st with the majority of the executive positions up for election.
- Acknowledgement of a long-term member/employee who has submitted their retirement notice.

**9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**

Andrea Button, President, advised that the next DPAC meeting will be held on Wednesday, February 15<sup>th</sup> at 7:00 p.m. (following the public budget session)

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

None

**11. ACTION ITEMS****a. International Student Program Trip to Seattle Washington**

Vivian Collyer, Director of Instruction, advised that this is an annual activity which is included as an expectation of the program as part of the international students' cultural experience in North America.

Trustees acknowledged that it has historically been an annually planned trip. It was also noted that the Board would be reviewing and revising its field experiences (trips) policy which could affect approval for out of province/country field trips in the future.

**20-03R**

*Moved:* Trustee Kurland      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) give approval in principle for an International Student Program Trip to Seattle, Washington, from March 18 to 20, 2020.

CARRIED UNANIMOUSLY

**b. Ballenas Secondary Student Trip to Nicaragua**

Rudy Terpstra provided additional information regarding the proposed trip to Nicaragua which would not only provide students with educational experiences but also cultural and environmental experiences. He also provided clarification on the learning outcomes expected from this trip.

Trustees debated the merits of the trip while considering the current climate crisis and discussed whether students could receive the same type of experiences locally. Consideration was also given to travel warnings for the country.

**20-04R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) give approval in principle for a Ballenas Secondary Student Trip to Nicaragua, from October 10 to 20, 2020.

CARRIED

Trustees Kurland and Austin voted against the motion.

Trustees requested that, should the trip be given final approval, the students be given the opportunity to make a presentation to the Board to share the types of activities they were involved with, what they learned and to be tasked to consider the balance of the climate crisis compared to the experiences and service they provided during their trip.

**12. INFORMATION ITEMS****a. Education Update**

Vivian Collyer, Director of Instruction commented on the following district initiatives and events:

- Two information sessions were held for the proposed Primary Learning Community program. Applications are due January 31<sup>st</sup>.
- English parent meeting held on January 22<sup>nd</sup> at École Oceanside Elementary School. The Board is committed to a dual track program at that school. She also provided an update on the potential Kindergarten registration for the English program. Promotion of the strong learning opportunities for English and French programming was also discussed and it is anticipated that there will be collaboration with the École Oceanside Elementary Parent Advisory Council to enhance relationships between the English and French parents. Enrolment information will be shared once the first round of Kindergarten registration is complete.

Trustee Young noted that, a few years prior, the Board had increased the number of French Kindergarten classes in order to keep the high school program robust. This may have affected the English stream and she suggested that the topic be discussed at the French Advisory Committee. Dr. Collyer will add the topic to the agenda.

**b. Superintendent's Update**

Superintendent Elder commented on the following:

- Attended the Parksville Rotary morning meeting held at Ballenas Secondary. INTERAC and Student Rotary members were also in attendance as part of a robust program at Ballenas where much student leadership occurs
- Attended the Qualicum Beach Rotary evening meeting and made a presentation to bring the members up to date on education at the provincial level and the transformation agenda. He will also be speaking at the Chamber meeting to share how education transformation has been underway for a few years now as we liberate learners to more choice and flexibility and to craft their own learning in keeping with curriculum requirements.
- Secondary schools are preparing materials in preparation for next year. There is a lot of work happening throughout the district as it prepares for next year while doing the work of the current year.
- The BC School Superintendents' Association (BCSSA) has a fall conference and a spring conference which draws leaders from all over the province. The spring forum in April will feature 3 keynote speakers, one of whom is Dr. Collyer, SD69's Director of Instruction.
- Attended the Qualicum Beach Elementary School's Green Ideas whole-school assembly earlier in the day where he observed students, many of whom were representing students at the Climate Action Task Force table, leading their peers to a better understanding of climate action.
- Acknowledged the Board for forming the Climate Action Task Force; Chris Dempster, General Manager of Operations, for his leadership in the area of climate action, Dr. Collyer for her educational leadership.
- 50 students from the district will be attending the Climate Symposium being held in Comox on February 13<sup>th</sup>.
- The Ballenas Track Renewal Committee is moving towards the next stages of the project. The Committee has been renamed Oceanside Community

Track Project at Ballenas for the purposes of fundraising and to ensure that the community is part of the project. The track would be used by Ballenas and other district schools and, when not in use, would be available to the community. The Regional District of Nanaimo has received the request for \$500,000 and has referred that request to the Oceanside Services Committee meeting on February 13<sup>th</sup>. The meeting will be held in the Forum of the PCTC at 1:30 p.m. and is open to the public. The Oceanside Community Track Project at Ballenas will be making a presentation at that meeting.

**c. Amended Annual Budget Update**

Secretary Treasurer Amos noted that normally this would be the time an amended budget would be brought before the board; however, at this point the district has not obtained all the information it requires as the Treasury Board is waiting for all local support staff collective agreements to be signed prior to releasing the funds for the 2% negotiated increase. He noted that there were three cost pressures: exempt staff leaves, additional support staff doing project work at some district sites, and increased homestay costs.

Once the funding is received, he anticipated presenting an amended budget at the February board meeting. If the information is not received in time for the February meeting, the Secretary Treasurer will present the amended budget implying a use of surplus to address cost pressures.

**d. Receipt of Status of Action Items – January 2020**

Trustee Austin noted that some of the action items did not have timelines attached to them:

- i. Report on the reduction of greenhouse gas emissions – Chris Dempster, General Manager of Operations, advised that he is working on obtaining building stats from 2007 onwards and will provide the information once that information has been uploaded.
- ii. Stewardship and Climate Change Learning – Vivian Collyer, Director of Instruction, has been speaking to the topic at the meetings of the Climate Action Task Force. Trustee Austin added that she and Trustee Kurland would provide written reports on the meetings to include in the regular board meeting agenda packages.

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

Trustee Godfrey provided a summary of the items discussed at the meeting as outlined in the report provided in the agenda package. There were no recommendations coming forward from the meeting held in January. The next meeting will be at Errington Elementary School on February 18<sup>th</sup> at 3:30 p.m.

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

Trustee Young referred to the future items provided in the report, noting that a new draft of the field experiences (trips) policy will be discussed at the next meeting. Input from the stakeholder groups would be appreciated and it was suggested that, in the interim, they review the current policy

- a. **Board Policy 301: Living Wage (previously numbered 3001)**  
**20-05R**  
*Moved:* Trustee Young *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 301: *Living Wage* and its attendant Administrative Procedure at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY
- b. **Board Policy 503: Animals in Schools and Workplaces (previously AP only)**  
**20-06R**  
*Moved:* Trustee Young *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 503: *Animals in Schools and Workplaces* and its attendant Administrative Procedure at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY
- c. **Bylaw 1: Board of Education (previously titled Trustee Elections)**  
**20-07R**  
*Moved:* Trustee Young *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY
- d. **Bylaw 2: Board Structure**  
**20-08R**  
*Moved:* Trustee Young *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 2: *Board Structure* at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY
- e. **Bylaw 7: Bylaw and Policy Development and Review**  
**20-09R**  
*Moved:* Trustee Young *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 7: *Bylaw and Policy Development and Review* at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY
- f. **Board Policy 7012: Students' Right to Engage in Peaceful Protests**  
**20-10R**  
*Moved:* Trustee Young *Seconded:* Trustee Austin  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 7012: *Students' Right to Engage in Peaceful Protests* at its Regular Board Meeting of January 28, 2020.  
CARRIED UNANIMOUSLY

**g. Board Policy 7011: Provision of Menstrual Products****20-11R***Moved:* Trustee Young*Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading of Board Policy 7011: *Provision of Menstrual Products* at its Regular Board Meeting of January 28, 2020.

CARRIED UNANIMOUSLY

**h. Board Policy 9000: Information Management and Access****20-12R***Moved:* Trustee Young*Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading of Board Policy 9000: *Information Management and Access* at its attendant administrative procedure at its Regular Board Meeting of January 28, 2020.

CARRIED UNANIMOUSLY

**i. Board Policy 303: Framework for Enhancing Student Learning***(previously numbered 3003)***20-13R***Moved:* Trustee Young*Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 303: *Enhancing Student Learning* at its Regular Board Meeting of January 28, 2020.

CARRIED UNANIMOUSLY

**15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT**

Trustee Flynn provided a summary of the items discussed as outlined in the report provided in the agenda package.

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

No reports

**17. TRUSTEE ITEMS****a. Education Funding Letter**

Trustee Young spoke to the motion suggesting that a letter, outlining the budget items that the Board was unable to fund as well as what could not have been funded if the district did not have a robust international student program and addition income from rental space, be sent to the Ministers of Education and Finance each budget year. It was also suggested that other cost pressures, i.e. on Parent Advisory Councils to fund essentials in schools as well as what teachers provide to their classrooms at their own cost, also be included in the letter.



**20-14R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Ministries of Education and Finance outlining our funding needs to adequately maintain our school district and support vulnerable learners, including a reliance on unstable revenue streams such as the International Student Program. The letter will request the provincial government adequately fund public education.

**CARRIED UNANIMOUSLY**

**b. Upcoming Program**

Trustee Young advised that on Wednesday, January 29th that a broadcast premiere of the award-winning Huu-ay-aht Documentary waałši?ax̱in (Coming Home) will be presented by CHEK TV.

**c. Current State of Bowser Welcoming Centre**

Trustee Kurland reported that the roof has now been completed on the Tulnuxw lelum – Bowser Cultural Learning Space located at Bowser Elementary School. He acknowledged the work of many staff members and community volunteers for their passion, dedication, and funding to bring it to completion. It is an incredible place for learning

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

- **Letters to Regional District of Nanaimo Board of Directors re: Ballenas Track Renewal**

**20. PUBLIC QUESTION PERIOD**

Trustees/senior administrators received comments and/or answered questions on the following topics:

- Class size and class composition
- Kindergarten and Programs of Choices registration
- Report on the Alternate Education Review which is anticipated to be brought to the Board in February.
- Class size and composition guidelines as outlined in the local collective agreement and the School Act.

**21. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 7:34 p.m.

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 CHAIRPERSON

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 SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
**January 28, 2020**

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer

The Board of Education discussed the following topics:

- Land
- Labour Relations
- Personnel

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

- Land

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Chairperson

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Secretary Treasurer



**School District No. 69 (Qualicum) Ross Pepper, District Principal** Email [rpepper@sd69.bc.ca](mailto:rpepper@sd69.bc.ca) [www.schoolincanada.ca](http://www.schoolincanada.ca)

January 30, 2020

Board of Education – School District #69 (Qualicum)  
Re: Seattle Field Trip – March 18 to 20, 2020

This letter will stand as my final approval for the field trip to Seattle planned by myself and Jenny Atkinson, Activities Coordinator of the International Student Program.

The trip to Seattle is planned for March 18 to 20, 2020 with approximately 22 students and two chaperones.

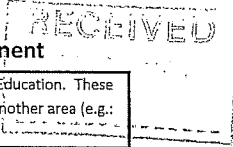
We would ask that the board grant final approval for this trip.

Respectfully,

Ross Pepper  
District Principal

Cc: Keven Elder  
Lori Marshall  
Rudy Terpstra

RP/bb



Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
  - Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
  - Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
  - Parent Information Letter
  - Schedule/Itinerary
  - Class List
  - Third Party Waiver (if applicable)
  - Service Provider Proposal, Agreement and/or Contract
  - FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
  - FORM SD69-FE09 Field Experience Transportation Record (if applicable)
  - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
  - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
- In addition to above information, Educator-in-charge MUST have on file:
  - FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
  - FORM SD69- FE06 – Student Behaviour Expectations Contract
  - FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent
- Principal to forward copy of following information to District Office for review and Board of Education approval:
  - Cover letter from Educator-in-charge
  - Letter of Support from Principal requesting Final Approval from Board of Education
  - FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
  - Parent Information Letter
  - Schedule/Itinerary
  - Third Party Waiver (if applicable)
  - Service Provider Proposal, Agreement and/or Contract

**SCHOOL NAME:** QUALICUM INTERNATIONAL STUDENT PROGRAM

**Educator-in-Charge:** Ross Pepper

**Destination:** Vancouver / Portland / Seattle

**Departure Date:** March 18, 2020      **Return Date:** March 20, 2020

**Area of Study:** March 20, 2020      **Grades:** 9-12

**Educational Purpose of Trip:** International

**Total No. of Students:** 22      **Total Cost:** 13020.00

**Cost per Student:** 580.00      **Built-in Cost per Teacher:**      **Cost to Teacher (if any):**

Excursion Details (Itinerary attached):  Yes     No ( If no, please explain below)

School Bus to Ferry / Ferry / DC Tours Itinerary

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.

Indicate if supervisors will be teachers, volunteers or other:

Principal / Volunteer

Category 4 Out of Province Field Experience – Final Approval		
Educator-in-Charge (please print): Ross Pepper	Date (day/month/year):	Educator-in-Charge signature: 
Principal Name (please print): Ross Pepper	Date (day/month/year):	Signature indicating final approval: 
Board of Education or designate (please print): Eve Flynn	Date (day/month/year): 25/02/2020	Signature indicating final approval: 

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge

**SD69-FE04B CATEGORY 4**

**OUT OF PROVINCE – FINAL APPROVAL, FIELD EXPERIENCES**

**REQUIRED:**

- Cover letter from Educator-in-charge outlining specific objectives, follow-up activities, and presentation(s)
- Letter of Support from Principal requesting final approval from the Board of Education
- Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
- Parent Information Letter (Host Parent Information Form)
- Schedule (Itinerary)
- Class List – *to be provided to District Principal prior to travel*
- FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form (Ross Pepper to sign for all as their legal custodian)
- FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent. Edited for ISP Students as FE07ISP

**On File at SBO**

- My EducationBC “BC Student Information with Photo” Report for each participating student (“Student Information-Field Trips” report via the QISP database, to be printed for each participating ISP student) – sample sent to SBO Sept 6, 2018
- FORM SD69- FE06 – Student Behaviour Expectations Contract (QISP Code of Conduct on file for each student – sample sent to SBO Sept 6, 2018)

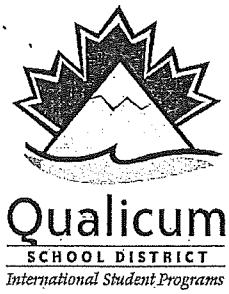
**IF APPLICABLE:**

- Third Party Waiver
- Service Provider Proposal, Agreement and/or Contract
- FORM SD69-08: Volunteer Driver Application and Approval form
- FORM SD69-FE09 Field Experience Transportation Record
- SD69 Field Trip/Experience Transportation Form

**Seattle/Portland Tour, March 18-20, 2020**

Item	Cost Based on 22	Group
School Bus to Nanaimo/Back	\$220	\$ 220.00
Ferry Crossing	2x\$16.9, 22 x \$10=approx \$500 (2 WAYS)	\$ 510.00
Tour Cost pp	\$ 545.00	\$ 11,990.00
Chaperone Fees	\$150x2	\$ 300.00
<i>Cost per student</i>	\$591.82	<b>\$ 13,020.00</b> <b>\$580/Student</b>

Estimate at January 14, 2020



**FIELD TRIP HOST PARENT INFORMATION FORM**  
(DAY OR OVERNIGHT)

**TOP PORTION TO BE RETAINED BY HOST PARENT**

DESCRIPTION OF ACTIVITY: Portland/Seattle 3 Day Trip  
 DATE(S) OF ACTIVITY: Wed, March 18 to Fri, March 20, 2020  
 PURPOSE OF ACTIVITY: Hockey/Basketball Events / Tour  
 TRAVEL ITINERARY: Leave – KSS 9:00AM / BSS 9:15AM (10:40 Ferry)  
 Arrive Home – BSS 10:30PM / KSS 10:45PM

SUPERVISION	
ISP STAFF/TEACHERS	OTHER ADULTS
Ross Pepper	Evan Pepper

IN CASE OF EMERGENCY CONTACT: Ross Pepper  
 TELEPHONE NUMBER: 250-240-0425

Note to Host Parents: Regulation 7.4 to Board Policy No. 5020 states as follows: "Students without parental consent will not be eligible to participate in any out of district field trips".

✂️\*\*\*\*\*

**TO BE SIGNED & RETURNED WITH REGISTRATION**

DATE: \_\_\_\_\_ STUDENT'S NAME: \_\_\_\_\_

I (Host Parent) \_\_\_\_\_

have received and read the information on the planned field trip to :

Portland/Seattle 3 Day Trip on Wed, March 18 to Fri, March 20, 2020  
 (location) (date)

\_\_\_\_\_  
 (Host Parent Signature) (Host Parent Emergency Phone #)

Please return this form with your online registration.



**FORM SD69-FE07 -ISP**

**Category 4 Field Experience**

**Parent / Guardian Consent for Student Travelling Without Parent**

In most circumstances a copy of the signed parent field experience consent form will suffice as documented parent approval for a student to travel internationally or off-continent. However, the form below should also be used, in addition to the signed consent field experience form.

**To Whom it May Concern:**

**Re: Permission for Student Travelling Without Parent**

**RE: INTERNATIONAL SCHOOL EXPERIENCE (TRIP)**

I (We) \_\_\_\_\_

[full name(s) of custodial and/or non-custodial parent(s)/legal guardian(s)], am (are) the lawful custodial parent and/or non-custodial parent(s) or legal guardian(s) of:

Student's Full Name: \_\_\_\_\_

Student's Date of Birth (MMM/DD/YYYY): \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Student's Passport Number: \_\_\_\_\_

Country where Passport was issued: \_\_\_\_\_

Date of Issuance of Passport (MMM/DD/YYYY): \_\_\_\_\_

Place of Issuance of Passport: \_\_\_\_\_

My (our) child \_\_\_\_\_ [child's full legal name], has my (our) consent to travel with:

Full Name of Sponsor Teacher: **Ross Pepper, Legal Custodian** Passport Number: **HN517146**

Date of Issuance of Passport : **SEP/06/16**

Place of Issuance of Passport: **Canada**

to visit: *Portland/Seattle, USA* during the period of March 19-20, 2020

During that period my child will be under the supervision of the Sponsor Teacher and will be residing at the following address(es) – hotels or homestays:

Hotel(s)/Homestay(s): **Hampton Inn & Suites, 354 NW 9th Ave, Portland, OR**

City, Province/State/Country: **Portland, Oregon**

**Any questions regarding this consent letter can be directed to the Parent(s)/Guardian(s):**

Number/street address/apartment number: \_\_\_\_\_

City/Province/Country: \_\_\_\_\_

Telephone (residence/cell/work): \_\_\_\_\_

<i>Include full legal name(s) and signature(s) below:</i>	
Parent/Guardian Name (print): _____	
Signature: _____	Date: _____
Parent/Guardian Name (print): _____	
Signature: _____	Date: _____
Signed before me at: _____	(Indicate location)
Witness Name (print): _____	
Witness Signature: _____	Date: _____
<b>Original: Educator-in-charge</b>	
<b>Copy: School Office</b>	





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## NEWS RELEASE

For Immediate Release  
2020EDUC0011-000195  
Feb. 3, 2020

Ministry of Education

### **Celebrate French immersion: Célébrons l'immersion en français** (disponible en français en bas de page)

VICTORIA – French immersion students throughout B.C. have plenty to celebrate during French Immersion Celebration Week, Feb. 3-9, 2020.

Government investments have helped hire more teachers and develop bursary programs to meet the ever-increasing demand for French teachers.

“French immersion has been offered in B.C. schools for over 50 years and continues to grow in popularity,” said Rob Fleming, Minister of Education. “French immersion creates lifelong opportunities for students, and this week is a great opportunity to say a big ‘merci’ to the educators and school staff who make this possible.”

The Ministry of Education has launched a new website called Learning in French Together (LIFT). The website provides tools in French and English for parents and educators to support their students’ learning of French and tracks student progress.

“French immersion is a well-established, life-changing educational experience,” said Glyn Lewis, executive director, Canadian Parents for French British Columbia and Yukon. “Parents across British Columbia have flocked to the program for over 24 years. We call on school districts to continue to work with local parents to meet the demand for French immersion, so no child is turned away.”

Several communities are hosting activities for French immersion students during French immersion celebration week, including a French film festival, skating with Bonhomme Carnaval (Quebec’s Winter Carnival mascot), and acting workshops with Théâtre la Seizième. These events are being hosted by Canadian Parents for French, a national network of volunteers that promotes French second-language learning opportunities for young Canadians.

As part of a move to increase French immersion education in the province, 36 new teachers from France and Belgium have been certified to work in B.C. An additional 60 applications are being evaluated. The new teachers are part of an educator exchange program. The program was created in 2019 to respond to the demand throughout the province for more French immersion opportunities.

“I am happy with the opportunity to study in French and to become a teacher in British Columbia,” said Mahdi Zahouani, a newly certified teacher from Paris, France. “The program was a stepping stone for me, and it gave me the opportunity to live and work in Vancouver. I am planning to stay here on a long-term basis. I love the lifestyle here and the educational principles.”

**Quote:**

**Adrian Dix, Minister Responsible for Francophone Affairs in B.C. —**

“We continue to invest in the francophone community through strong French immersion programs and by helping to preserve its cultural heritage in B.C., so this community can continue to thrive. We have invested \$500,000 in funding to support the 2020 Canadian Francophone Games that will be held for the first time in Victoria from July 14-18, 2020, to showcase sport, arts and leadership. I encourage you to reach out to the francophone community and enjoy an event to celebrate our strong French heritage.”

**Learn More:**

Find out more about French language education and French immersion celebration week events: <https://bc-yk.cpf.ca/activities/french-immersion-celebration-week/>

Visit the new Learning in French Together (LIFT) website: <https://mytrainingbc.ca/LIFT/>

Experience French language and culture in B.C.:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/french-programs>

Read the full proclamation:

<http://www.bclaws.ca/civix/document/id/proclamations/proclamations/FrImWk2020>

Information on government scholarships, awards and bursaries:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships>

Canadian Francophone Games Victoria 2020 (JeuxFC): [https://jeuxfc.ca/wp-content/uploads/2019/07/20190718\\_AnnonceGVTProv.pdf](https://jeuxfc.ca/wp-content/uploads/2019/07/20190718_AnnonceGVTProv.pdf)

**Contact:**

Ministry of Education  
Media Relations  
250 356-5963

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

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## BACKGROUND

For Immediate Release  
2020EDUC0011-000195  
Feb. 3, 2020

Ministry of Education

**Facts about French immersion in B.C.**  
(disponible en français en bas de page)

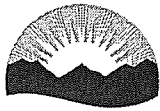
- The six-year completion rate in 2017-18 for French immersion students was 96.5%.
- B.C. students who graduate from the French immersion program receive two diplomas: the Dogwood diploma and le Diplôme de fin d'études secondaires (the French Dogwood).
- To meet the growing demand for French language teachers, the Ministry of Education is leading several initiatives to attract more French educators to British Columbia, including:
  - adding 74 teacher education seats at post-secondary institutions, with 37 student teachers doing their practicum in classrooms this year;
  - scholarship awards of up to \$3,000 each for prospective teachers from France and Belgium who want to work in B.C.;
  - bursaries of up to \$1,600 to students enrolled in French teacher education programs in B.C., with funding from the Government of Canada.
- British Columbia is home to over 70,000 francophones and more than 300,000 residents who speak French in addition to another language.
- French immersion classes in B.C. started in the 1968-69 school year at Alderson Elementary in Coquitlam with a group of 32 kindergarten students. Now, 54,416 students attend French immersion classes, which is about 9.4% of the B.C. public school population. British Columbia has experienced an increase of 21% more French immersion students over the past 10 years.

**Contact:**

Ministry of Education  
Media Relations  
250 356-5963

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



BRITISH  
COLUMBIA

COLOMBIE-  
BRITANNIQUE

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## COMMUNIQUÉ

Pour diffusion immédiate  
2020EDUC0011-000195  
3 février 2020

Ministère de l'Éducation

### **Célébrons l'immersion en français – Celebrate French immersion**

VICTORIA – Les élèves de la province ont de nombreuses raisons de fêter la Semaine de célébration de l'immersion en français du 3 au 9 février prochains. Les fonds publics investis ont permis d'embaucher plus d'enseignants et de financer des programmes de bourses pour combler la demande sans cesse croissante.

« Offerte dans les écoles de Colombie-Britannique depuis plus de 50 ans, l'immersion en français a de plus en plus de succès », explique le ministre de l'Éducation Rob Fleming. « L'immersion en français crée des débouchés pour la vie. La Semaine de célébration de l'immersion en français est l'occasion parfaite de dire un grand merci à nos pédagogues et au personnel scolaire qui la rendent possible. »

Le ministère de l'Éducation a inauguré un nouveau site Web : L'inclusion en français pour tous, ou LIFT. Il met à la disposition des parents et des pédagogues des outils en français et en anglais destinés à faciliter l'apprentissage de la langue française et le suivi des progrès des élèves.

« L'immersion en français est une expérience à valeur pédagogique bien établie qui peut transformer une vie. Les parents de toute la Colombie-Britannique affluent vers ce programme depuis plus de 24 ans », affirme Glyn Lewis, directeur général de Canadian Parents for French – British Columbia & Yukon. « Nous invitons les conseils scolaires à poursuivre leur concertation avec les parents de leur district pour satisfaire à la demande d'immersion en français et ne laisser aucun enfant pour compte. »

Pour fêter la Semaine de célébration de l'immersion en français, les élèves du programme d'immersion de plusieurs collectivités pourront profiter d'activités divertissantes : un festival du cinéma francophone, du patinage avec le Bonhomme Carnaval et des ateliers de théâtre offerts par le Théâtre la Seizième, pour n'en nommer que trois. Ces activités sont organisées par Canadian Parents for French, un réseau national de bénévoles ayant pour mission de faire la promotion de l'apprentissage du français langue seconde par les jeunes Canadiens.

Pour renforcer le programme d'immersion en français dans les écoles de la province, le gouvernement a accordé un brevet d'enseignement à 36 nouveaux enseignants originaires de France et de Belgique; 60 autres candidatures sont en instance d'évaluation. Les nouveaux enseignants participent à un programme d'échange créé en 2019 pour répondre à la demande accrue visant le programme d'immersion en français.

« Je suis très heureux d'avoir eu la possibilité d'étudier en français et de devenir enseignant en Colombie-Britannique », explique Mahdi Zahouani, un nouvel enseignant breveté originaire de Paris. « Le programme me permet de vivre et de travailler à Vancouver. Je compte rester ici

encore longtemps : j'adore le mode de vie d'ici ainsi que les principes de l'enseignement. »

**Citation :**

**Adrian Dix, ministre responsable des Affaires francophones en Colombie-Britannique —**

« Nous continuons d'investir dans la communauté francophone à l'aide de solides programmes d'immersion en français ainsi qu'en aidant à conserver le patrimoine culturel francophone en Colombie-Britannique, pour que cette communauté puisse continuer à prospérer. Nous avons alloué un financement de 500 000 dollars aux Jeux de la francophonie canadienne de 2020. Ces jeux à trois volets (sports, arts et leadership), se tiendront pour la première fois à Victoria, en Colombie-Britannique, du 14 au 18 juillet. Je vous invite à aller au-devant de la communauté francophone et à profiter d'un événement destiné à célébrer notre florissant patrimoine francophone. »

**En savoir plus :**

Découvrez l'ensemble des activités organisées dans le cadre de la Semaine de l'immersion et de l'éducation en français : <https://bc-yk.cpf.ca/activities/french-immersion-celebration-week/>

Visitez le nouveau site LIFT (L'inclusion en français pour tous) : <https://mytrainingbc.ca/LIFT/>

Faites l'expérience du français et de la culture francophone en Colombie-Britannique : <https://www2.gov.bc.ca/gov/content/education-training/k-12/french-programs>

Texte complet de la proclamation :

<http://www.bclaws.ca/civix/document/id/proclamations/proclamations/FrImWk2020>

Renseignements sur les différents types de bourses offertes par l'administration publique :

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships>

Renseignements sur les Jeux de la francophonie canadienne (JeuxFC) de 2020 à Victoria :

[https://jeuxfc.ca/wp-content/uploads/2019/07/20190718\\_AnnonceGVTProv.pdf](https://jeuxfc.ca/wp-content/uploads/2019/07/20190718_AnnonceGVTProv.pdf)

**Renseignements additionnels:**

Relations avec les médias

Ministère de l'Éducation

250-356-5963

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Branchez-vous sur la Colombie-Britannique: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect) (en anglais seulement)



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## FICHE D'INFORMATION

Pour diffusion immédiate  
2020EDUC0011-000195  
3 février 2020

Ministère de l'Éducation

### Les faits concernant l'immersion en français

- Le taux d'obtention du diplôme d'études secondaires en six ans pour les élèves du programme d'immersion en français en 2017-2018 était de 96,5 %.
- Lorsqu'ils terminent le programme d'immersion en français, les élèves britanno-colombiens reçoivent deux diplômes : le Diplôme de fin d'études secondaires en Colombie-Britannique et le British Columbia Certificate of Graduation (diplôme Dogwood).
- Pour répondre à l'augmentation de la demande, le ministère de l'Éducation mène plusieurs initiatives destinées à attirer des enseignants pour enseigner en français en Colombie-Britannique :
  - Ajout de 74 places aux programmes pour enseignants dans les établissements postsecondaires, avec 37 étudiants qui effectuent un stage en classe cette année.
  - Bourses d'études de 3 000 dollars chacune pour les candidats à l'enseignement originaires de France et de Belgique souhaitant travailler en Colombie-Britannique.
  - Bourses d'un montant pouvant aller jusqu'à 1 600 dollars pour les étudiants inscrits à un programme de formation pour enseigner en français, grâce à un financement assuré par le gouvernement fédéral.
- En Colombie-Britannique, 70 000 résidents sont des francophones et plus de 300 000 ont le français comme langue seconde.
- Les premiers cours d'immersion en français en Colombie-Britannique ont été donnés à un groupe de 32 élèves de la maternelle à l'École Alderson de Coquitlam pendant l'année scolaire 1968-1969. Aujourd'hui, 54 416 élèves, soit environ 9,4 % des élèves du réseau scolaire public de la Colombie-Britannique, sont inscrits à des cours d'immersion en français. Le nombre d'élèves du programme d'immersion en français de la Colombie-Britannique a augmenté de 21 % au cours des 10 dernières années.

### Renseignements additionnels:

Relations avec les médias  
Ministère de l'Éducation  
250-356-5963

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Branchez-vous sur la Colombie-Britannique: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect) (en anglais seulement)

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## NEWS RELEASE

For Immediate Release  
2020CFD0021-000202  
Feb. 3, 2020

Ministry of Children and Family Development

### **New teaching network a win for ECEs, quality child care**

NANAIMO – British Columbia’s early childhood educators (ECEs) will now benefit from an expanded professional development program geared to exploring the latest child care teaching philosophies, curriculums and techniques.

Run by the Early Childhood Pedagogy Network (ECPN), a \$2-million investment allows 32 teaching specialists – known as pedagogists – to be hired around the province. This improves access to professional development for ECEs and boosts the quality of child care for children and families.

Each pedagogist will work with up to 45 ECEs in their area through community hubs at eight post-secondary institutions, 10 child care referral centres and seven Indigenous communities, in partnership with the BC Aboriginal Child Care Society.

The program is a partnership between the Province and researchers at Capilano University and Western University in Ontario. It puts B.C. on the map as one of only two provinces in Canada offering this kind of support to ECEs.

“A commitment to quality care is at the heart of our Childcare BC plan. By bringing together ECEs to share their experiences and learn from others, we can boost the quality of child care for families throughout B.C.,” said Katrina Chen, Minister of State for Child Care. “Our government is committed to helping our early care and learning professionals succeed. Programs, such as this one, are making a career as an ECE more desirable and sustainable, and bring change to a sector that has been ignored for too long.”

The program expands professional learning opportunities from one-time training opportunities, such as workshops, to continuous learning, where professional development is done daily and in the context of individual child care programs.

“As a former ECE, I know that my learning didn’t stop when I graduated. Every day, I was adapting and refining my techniques to provide better care for the families I served,” said Katrine Conroy, Minister of Children and Family Development. “This network will help ECEs to collaborate, learn from each other and bring new early learning theories to their practice, making it easier for families to pursue their own education and careers, knowing that their kids are being nurtured and inspired during their time in child care.”

Investing in child care and early childhood education is a shared priority between government and the BC Green Party caucus, and is part of the Confidence and Supply Agreement.

#### **Quotes:**

**Sheila Malcolmson, MLA for Nanaimo –**

“More ECEs in Nanaimo mean increased support for our children to grow and thrive. ECEs create programs that inspire kids and nurture a love of learning.”

**Sonia Furstenau, MLA for Cowichan Valley –**

“It has been a pleasure to work with and learn from Dr. Pacini-Ketchabaw and her colleagues, and I am delighted this program is moving forward. The early learning years are vitally important, as are the educators who teach and nurture B.C.’s youngest. We cannot just focus on the number of child care spaces we create. Though that is important – we must always be mindful of fostering and improving quality. I’m confident this program will do just that.”

**Veronica Pacini-Ketchabaw, co-director, B.C. ECPN –**

“We want to create a system where ECE programs are developed within local communities to respond to the specific needs of that area. This network will provide professional learning that’s practical and grounded in the challenges and opportunities ECEs face. By providing this funding, the government is helping create a unified early learning and child care system where all B.C. children can flourish.”

**Sabrina Limas, first-year student, early childhood education and care–**

“Working with the pedagogist is inspiring me to think about more experiences I can offer the children within the context of my practicum placement. We are exploring new learning methods and ways to use technology. Having this support means enhanced learning for the children in my care, allowing us to do what is most important – help create better human beings.”

**Learn More:**

To learn more about the Early Care and Learning Recruitment and Retention Strategy, visit: [www.gov.bc.ca/childcare/ecestrategy](http://www.gov.bc.ca/childcare/ecestrategy)

For more about Childcare BC, visit: [www.gov.bc.ca/childcare](http://www.gov.bc.ca/childcare)

Child care factsheet: <https://news.gov.bc.ca/18430>

For a backgrounder on where the pedagogists will be based, visit: [https://news.gov.bc.ca/files/Backgrounder\\_Early\\_Childhood\\_Pedagogy\\_Network.pdf](https://news.gov.bc.ca/files/Backgrounder_Early_Childhood_Pedagogy_Network.pdf)

A backgrounder, with facts about early childhood education in B.C., follows.

**Contact:**

Ministry of Children and Family Development  
Government Communications and Public  
Engagement  
250 356-2028

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## BACKGROUND

For Immediate Release  
2020CFD0021-000202  
Feb. 3, 2020

Ministry of Children and Family Development

### **Facts about early childhood education in B.C.**

- The network is part of a \$136-million commitment to improve supports for B.C.'s early care and learning professionals. To date, more than 10,000 early childhood educators (ECEs) have received a \$1-per-hour wage enhancement, with another \$1-per-hour lift to come in April 2020.
- In addition, more than 600 new early childhood education seats are helping more people pursue a career in child care. Funding for professional development supports existing educators in maintaining and upgrading their skills. More than 5,400 bursaries will help students pursue their ECE education goals.
- Pedagogies are teaching methods and practices that allow educators and learners to explore new ideas and environments for learning.
- The ECPN was created out of the former Community Early Learning and Child Care Facilitators Pilot Project, hosted by the University of Victoria.
- There are more than 20,000 certified ECEs in B.C.
- In summer 2019, the Early Childhood Pedagogy Network put out calls for expressions of interest for public post-secondary ECE programs to host a pedagogue. Applicants were asked to demonstrate how the project aligns with their teaching and curriculum philosophy, how it aligns with the BC Early Learning Framework, the ways they support professional learning in the community and why they were interested in the project.

### **Contact:**

Ministry of Children and Family Development  
Government Communications and Public  
Engagement  
250 356-2028

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## NEWS RELEASE

For Immediate Release  
2020AEST0012-000227  
Feb. 6, 2020

Ministry of Advanced Education, Skills and Training

### **New tool helps British Columbians plan for job success**

VANCOUVER – Students, workers and employers in B.C. have a new tool to help them prepare for a career or plan for staffing with the introduction of the Good Jobs Guide.

The Good Jobs Guide uses data from the 2019 Labour Market Outlook to provide a practical resource with examples of real careers and clear pathways for individuals to upgrade their skills or train for new opportunities.

“British Columbia has job opportunities for everyone, regardless of where they live and what their educational background is,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “Our economy is strong, and forecasts show that employers will need people with a wide range of education and skills. Government is making education and training accessible where people live so that everyone can get good, family-supporting jobs in or near their communities. The Good Jobs Guide shows people real, practical ways they can prepare themselves for future employment in their chosen field.”

The Good Jobs Guide will be a valuable information resource for all British Columbians, especially parents, prospective students, job seekers, educators and businesses. The guide shows where, when and what kinds of jobs are expected to be available in B.C. between 2019 and 2029, along with wages and the type of education and/or training required.

“The Good Jobs Guide is an excellent tool to help grow B.C.’s talent pool and support economic development throughout all regions of the province,” said Michelle Mungall, Minister of Jobs, Economic Development and Competitiveness. “With a strong workforce in place, we are attracting more investments, expanding the innovation economy and adding more family-supporting jobs throughout the province.”

As in past years, the forecast shows that there will be a wide range of job opportunities – good news for people looking for their first job, thinking of changing jobs, or getting back into the job market.

“When people have meaningful work, it improves their quality of life and provides them with opportunity, while connecting them to their community,” said Shane Simpson, Minister of Social Development and Poverty Reduction. “In the next 10 years, there will be hundreds of thousands of new job openings throughout the province. The Good Job Guide will help people find career paths that are right for them and their families. Initiatives like these are an investment in our communities and help us in building a stronger B.C.”

The Good Jobs Guide shows how people can prepare for work by using existing supports such as WorkBC centres, WorkBC.ca, the education planner and the career guide for Indigenous peoples. The Good Jobs Guide also features British Columbians who share stories of their

journeys to better jobs, demonstrating the types of opportunities open to everyone in B.C.

**Quotes:**

**Lorri Fehr, chief executive officer, Columbia Lake Technology Centre –**

“Tech businesses are increasingly becoming a part of the rural landscape, and we need to be prepared as economic drivers shift. Having the right talent in place is crucial to advancing projects like the world-class Technology Innovation Centre we are building in the East Kootenays. I’m pleased to see initiatives like the Good Jobs Guide, which offers guidance on how to obtain jobs of the future.”

**Cindy Oliver, chair, Industry Training Authority –**

“With thousands of jobs being created in skilled trades careers over the coming years, this is a game-changing resource to help students who are exploring the 100-plus trades professions in B.C. available to all abilities and skill levels, and also for people of all ages considering a shift to interesting, rewarding and high-opportunity employment.”

**Val Litwin, president and CEO, B.C. Chamber of Commerce –**

“This province is a place of vast opportunity. In the coming years, our economic development will rely on getting the right people, with the right skills, to the right parts of B.C. Our network wants to see the current labour-market issues addressed, and we applaud the B.C. government for creating a tool that will help people make informed career plans, and also determine how these plans align with current and future employment opportunities throughout the province.”

**Quick Facts:**

- The Labour Market Outlook forecasts 861,000 job openings over the next decade. Of those, 69% will be to replace people leaving the workforce, e.g., retiring. The remaining 31% will come from economic growth.
- Nearly 80% of jobs will require some type of post-secondary (after high school) education or training.
- 41% of job openings will need a certificate, diploma or apprenticeship training; 36% will need a bachelor’s, graduate or first professional degree; 23% of the jobs will require people with a high-school diploma, on-the-job training or less.

**Learn More:**

To see the new Good Jobs Guide, visit: [https://www.workbc.ca/getmedia/30a4a0d6-57bd-4047-8b8b-250c54b505c3/BC\\_Good\\_Jobs\\_For\\_Today\\_And\\_Tomorrow\\_2019.aspx](https://www.workbc.ca/getmedia/30a4a0d6-57bd-4047-8b8b-250c54b505c3/BC_Good_Jobs_For_Today_And_Tomorrow_2019.aspx)

To see a summary of the B.C. Labour Market Outlook: 2019 Edition results including links to new interactive career search tools, visit: <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>

To access forecast data for all 500 occupations, industries and regions, visit: <https://catalogue.data.gov.bc.ca/dataset/labour-market-outlook>

For more information on where and how to find hiring and training opportunities, visit: <http://www.workbc.ca/>

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## BACKGROUND

For Immediate Release  
2020AEST0012-000227  
Feb. 6, 2020

Ministry of Advanced Education, Skills and Training

### **Good Jobs Guide to help job seekers find success**

#### **Where do the numbers come from?**

The Good Jobs Guide and Labour Market Outlook use the most current data from various sources, including BC Stats, the B.C. Ministry of Finance, Statistics Canada and other federal departments. Data is reviewed based on industry, occupation, geographic region, skills and competencies.

The outlook includes projections for economic growth, productivity trends and the need to replace retiring workers. In addition, it considers factors related to population growth, the number of people looking for work and the impact of training and job matching on unemployment.

The full Labour Market Outlook will be released shortly. However, forecast data used in the Outlook is now available online.

#### **What's new this year?**

**High opportunity occupations:** the Good Jobs Guide includes a list of high opportunity occupations to help people make more informed decisions about their future careers. High opportunity occupations are those occupations where it is generally easier to obtain a job that is also better paid.

A total of 130 occupations are included as high opportunity occupations for B.C.

**Regional high opportunity occupations lists:** for the first time, the outlook will include a customized high opportunity occupations list for each of B.C.'s seven economic development regions. These are lists that can be used to guide career choices for people who are looking at staying in or moving to a specific region. The full provincial list is designed for those who would be willing to move across the province in pursuit of opportunities.

**Occupational interests:** last year, occupational interests were introduced as an additional means of choosing jobs. This year, forecasts have been provided that show job opportunities by the field in which people are interested in working.

**Skills and competencies:** more information is provided about the skills and competencies that are important for each occupation.

#### **Where will the job openings be in B.C.?**

The regions with the largest number of job openings between today and 2029 are the Mainland/southwest (63.7%) and Vancouver Island/coast (16.7%). Distribution of job openings:

- Mainland/southwest: 548,600 job openings
- Vancouver Island/coast: 143,800 job openings
- Thompson-Okanagan: 95,600 job openings
- Kootenay: 23,900 job openings
- Cariboo: 21,400 job openings
- Northeast: 18,000 job openings
- North Coast/Nechako: 9,900 job openings

**Which industries will have the most job openings?**

Thousands of jobs are expected in every region of B.C., but five industries will account for about half of the total job openings projected over the next 10 years. They are:

- Health care and social assistance (141,700 job openings, 15% of total job openings)
- Professional, scientific and technical services (98,800 job openings, 10.4% of total job openings)
- Retail trade (80,900 job openings, 8.5% of total job openings)
- Accommodation and food services (63,200 job openings, 6.7% of total job openings)
- Educational services (60,400 job openings, 6.4% of total job openings)

**Contact:**

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## NEWS RELEASE

For Immediate Release  
2020EDUC0012-000244  
Feb. 7, 2020

Ministry of Education

### **Positive changes coming for K-12 students after completion of funding review**

VICTORIA – For the first time, B.C.'s children and youth in care will be recognized through a new supplement when funding is allocated to school districts next month.

This change will also expand priority funding to more children with mental-health challenges and those living in low-income families.

“We’ve heard loud and clear that years of neglect have left far too many of our most vulnerable children not getting the supports they need to be engaged and successful in school,” said Rob Fleming, Minister of Education. “Our government is doing things differently by putting the success and well-being of students first, while ensuring equity in the way we fund public education.”

Money allocated for this new supplement will be provided to school boards to deliver services based on local needs. These funds are intended for supports like trauma counselling, school breakfast or lunch programs, additional support in the classroom, recognizing mental-health issues and early intervention, or tutoring. Recognizing these students for priority funding will ensure the more than \$6 billion in record operating funding is distributed in a way that better represents the number of vulnerable students in B.C. schools. The amount of money allocated for the supplement will be announced following Budget 2020.

This is part one of a two-phase plan to improve the way education is delivered in B.C., following the completion of a comprehensive review that examined ways to ensure every child has equal and consistent access to a quality education, no matter their circumstances or where they live. The review involved an unprecedented level of consultation, including all 60 school districts and over 350 education stakeholders.

Former youth in care already are benefiting from the post-secondary Tuition Waiver Program, and these changes will pave the way for success beginning at an early age. The move builds on broader government efforts, including the poverty reduction strategy TogetherBC, a Pathway to Hope roadmap for mental health, and prioritizing children and youth in care.

“We want to give every child and youth in care the chance to thrive and overcome challenges they could face,” said Katrine Conroy, Minister of Children and Family Development. “From an early age, right through school, high school and post-secondary, we’re working to support children and youth, help guide them and make sure they can access the services they need in order to succeed.”

In 2018, the Province appointed an independent review panel to undertake a review of how public education is funded for the first time in almost 30 years. The panel recommended making improvements to ensure greater equity, accountability and financial management, so

all students are supported to reach their full potential.

As part of the equity recommendations, Indigenous students will continue to benefit from targeted funding for culturally appropriate support and services. There will also be added accountability through formal processes, so Indigenous parents, communities and governments can provide input into how educational services are delivered to their children. This builds upon ongoing work to prioritize Indigenous students, including a 30% increase in funding since 2016-17.

The Ministry of Education will work collaboratively with school boards and other partners to implement improved public accountability, including ensuring school districts:

- engage parents, caregivers and community members in the development of school districts' strategic plans, well in advance of setting their budgets, to meet student needs;
- continuously monitor and publicly report on student outcomes, such as numeracy, literacy and graduation rates, so gaps in student achievement are identified and services can be planned based on proven strategies; and
- ensure strategic plans and financial decisions are focused on improving student outcomes and meeting all students' needs, including inclusive education, Indigenous education, students from low-income families and other vulnerable students.

These new accountability and transparency measures will give parents and caregivers a stronger voice, while making sure students' needs are put first.

The ministry will continue to work on the remainder of the recommendations with school boards and other partners – including parents, support staff, teachers, Indigenous communities and inclusive-education advocacy groups.

This work will include testing and piloting strategies to improve how inclusive education is delivered so students receive the services and supports they need, when they need them, no matter where they live. Ongoing work will ensure the unique costs of running schools in rural and remote districts throughout the province are recognized and prioritized when funding is allocated.

“The previous government imposed decisions with no consultation, and that’s why we said all along that we will take the time necessary to get this right. We need to make sure all children can benefit from the changes we make,” Fleming said.

“We’re glad that the ministry is taking the initial step in moving forward with the necessary process of improving the funding model,” said Stephanie Higginson, president, BC School Trustees Association. “This process has given us critical information about the student population that was unavailable when the current model was created. We remain committed to working with the ministry toward finding a more student-focused way of distributing education dollars to local boards of education.”

Education funding is a shared priority between government and the BC Green Party caucus, and is part of the Confidence and Supply Agreement.

“The BC Green caucus supports the funding model changes announced today, particularly the

emphasis on supporting vulnerable children and youth in care,” said Sonia Furstenau, MLA for Cowichan Valley. “Our collective goal must be to ensure that all children have the opportunity to thrive. This means continuing to work with our partners in the education system to find the best ways to fund the supports that our students need.”

**Quick Facts:**

- Government is supporting B.C. students with a record \$6.6 billion a year, which is \$1 billion more than in 2016-17.
- Since 2016-17, student enrolment has increased by 3.2% while, at the same time, education funding has increased by 17.1%, including a 30% increase to support Indigenous education and a 29% increase to support inclusive education.
- More than 1,100 former youth in care are benefiting from post-secondary or trades training through the Tuition Waiver Program program, which was introduced in the 2017-18 school year.
- In early 2019, the Province launched TogetherBC, British Columbia’s first-ever poverty reduction strategy. It aims to reduce the province’s overall poverty rate by 25% and the child poverty rate by 50% over the next five years.
- A Pathway to Hope, launched in June 2019, is a 10-year mental health plan, with an immediate focus for the next three years on improving wellness for children, youth and young adults, supporting Indigenous-led solutions, improving substance use care, and improving access and quality of care throughout B.C.

**Learn More:**

K-12 public education funding model implementation:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>

Two backgrounders follow.

**Contact:**

Ministry of Education  
Government Communications and Public  
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250 356-5963

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## BACKGROUND 1

For Immediate Release  
2020EDUC0012-000244  
Feb. 7, 2020

Ministry of Education

### **Education funding model review history, implementation**

The Ministry of Education's annual operating fund for K-12 public education is more than \$6 billion and is distributed among 60 boards of education throughout B.C.

For over a decade, education stakeholders – including teachers, parents, First Nations and school boards – have called for changes to address inconsistencies and potential gaps in the way education is funded. Throughout the review, most partners also noted that the way education is funded doesn't keep pace with the new curriculum and the way students learn in school today.

Government worked in partnership with the BC School Trustees Association to create guiding principles, ensuring improvements are responsive, stable and predictable, flexible, transparent and accountable.

The Independent Funding Model Review panel presented a final report on Dec. 18, 2018, with 22 recommendations along three themes: equity, accountability and financial management. To understand what these recommendations would mean for students in the classroom, working groups were established in spring 2019. Members included parents, support staff, teachers, inclusive education advocacy groups and First Nations.

Final reports were completed in October 2019, and working groups noted that some of the recommendations would be relatively straightforward to implement, while others – like how government funds inclusive education or online learning – would require extensive work to ensure there would be no negative, unintended consequences for students.

Read the independent review panel's final report and recommendations; working group reports; submissions from education stakeholders; and find out more information about the funding model review here: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>

### **Implementation plan**

The ministry will implement recommendations with a two-phase plan.

Changes for the 2020-21 school year include starting to implement 12 of the 22 recommendations (specifically recommendations 2, 3, 12, 13, 14, 15, 16, 17, 19, 20, 21 and 22). These include the new supplement to recognize vulnerable students, strengthening targeted funding policies for Indigenous students and accountability improvements. More information about these recommendations can be found in the panel's final report.

During Phase 2, the ministry will continue working with partners to:

- modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field;
- modernize the delivery of online learning programs over the next three school years to better support the new curriculum and ensure every student has consistent access to a quality education, no matter where they live; and
- support students' transition to post-secondary and the world of work with expanded career-focused programs in their graduation years.

The ministry is committed to collaborating with education partners to monitor progress, ensuring the strategies that are proven to work best to improve student outcomes are identified and implemented.

**Contact:**

Ministry of Education  
Government Communications and Public  
Engagement  
250 356-5963

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## Board and Trustee Representative Committee Report

**Trustee Representative:** Laura Godfrey  
**Committee Name:** Indigenous Education Services Committee  
**Meeting Location:** Winchelsea Place  
**Meeting Time:** Monday, February 3, 10:30

### Committee Report:

1. Enhancement Agreement update:
  - snow day created some scheduling havoc, so new date of Jan 28th given. Low attendance, but hopeful next date in March will have more families.
  - 4 Posts of the Whole Person was looked at; Emotional, Spiritual, Physical and Intellectual. If one 'post' is lacking, then the whole person suffers. Guests and parents were asked to visit each 'post' table and using a large piece of paper, talk about either what was happening in schools or what could be improved. Once this exercise was completed, it will be collated by staff and then presented in it's collated form to the next meeting in March.
  - Dallas suggested a survey monkey asking parents/students/staff if we are reaching all points for our new Enhancement Agreement. Good discussion around that idea.
2. Aboriginal Regional Circle update:
  - Rosie meets once a month with others in her position on the Island. Buzz word right now is 'language' with the provincial government. Question was 'what's the level of language teachers in your District?' For SD 69, we have only Jessie for language. Perhaps we could bring more language into our schools, but how?
  - Honorariums and are they consistent throughout the Island. Currently for Elders it's \$50/half day and \$150 for full day. This seems consistent with other School Districts.
  - Rosie mentioned that many school districts are NOT doing an Enhancement Agreement because they are no longer mandated with the Provincial government. Some school districts are looking at an LEA to fill that gap. Seems the Province is pushing that too.
  - There is a conference coming up for the Aboriginal regional circle with 4 attending from our district [Rosie and Tracee and 2 other teachers (BSS and KSS)]. This conference is being held in March in Nanaimo.
3. School updates:
  - KSS ( Dallas) was only in attendance and she gave a quick report about what is happening in her school.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** French Advisory Council  
**Meeting Location:** EOES  
**Meeting Time:** Monday, February 3, 2020 5:30 PM

### **Mandate:**

The French Advisory Council (FAC) provides advice, recommendations, and feedback to senior staff on matters relating to French language programs in the District.

### **School Updates:**

- a) Ballenas – Planning to add Career Education and P.E. 10 to French Immersion next year so that our percentage in Gr. 10 FI goes from minimum standard of 25% to recommended standard of 50%. Offering FI course in 20<sup>th</sup> Century History at the gr. 12 level. This will be needed in order to graduate with a dual dogwood (FI and Eng.)
- b) École Oceanside Elementary – Sibling and Programs of Choice registrations have been completed but numbers are not yet available.  
School is looking at the FI budget (federal grant) and will likely spend it on resources and technology. 2 Student Teachers (4<sup>th</sup> year) and 2 1<sup>st</sup> year have been welcomed.  
Events include – Scholastic book fair February 10-14. Circus February 21 and 26-28 for the whole school. Performance afternoon of the 28<sup>th</sup> is open to the public. Concours (formal speech event) on April 7 morning. This is a FI event.

### **District Updates:**

Meeting and discussion with Core French teachers and planning to provide Pro-d on curriculum and resources. This will be supported by federal \$ and will happen in the school day so that there is less stress on teachers.

Student survey for French Immersion (Gr.6-12) results presented. These will be examined by staffs and recommendations may come forward. Interesting to note that 70% of respondents thought they were bi-lingual. This is an indication of program success.

Teacher exchange for all teachers to experience 2 weeks of French Immersion in the summer. Paid for through Canadian Heritage.

### **Strategies to support dual track schools and communities:**

Beginning of discussion regarding concerns of parents who have their children in the English Program at EOES. Parents have expressed they do not feel welcomed. Concerns about the stability of the English stream and the balance of English and FI students at the school. EOES is mixing the students from the programs more and more. Students play together and work together. Some of the issue may be perception....This will be the beginning of a longer and deeper discussion.

### **Exchanges:**

Many exchanges are available to students especially in FI. Can we promote these more perhaps through Career Education 10?

### **Next Meeting:**

Monday, March 30 3:30 PM (new time) at ÉOES.



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Building Learning Together Coalition  
**Meeting Location:** Family Place  
**Meeting Time:** February 6, 2020 at noon

### **Mission Statement:**

*Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other, and with community as it relates to the importance of early learning and successful development for young children.*

*Our Vision: Thriving children, families and community*

*Our Goals:*

1. *Community Collaboration and Engagement*
2. *Decrease SD69 EDI Reported Vulnerabilities*

### **Items Discussed:**

1. **Early Development Index (EDI)**  
Assessments being done at the Kindergarten level. For Pro D (kind.) bringing together an Occupational Therapist (OT) and a Speech Language Pathologist (SLP) to discuss what is age appropriate.
2. **First 2000 days – No updates**
3. **IMPORTANT! Time sensitive**  
Child Care Needs Assessment Update (Social Planning & Research Council - SPARC) & ELCCO (Early Learning & Childcare Council for Oceanside)  
Survey Link: Parents - [https://ca.research.net/r/Mid-Island-Child-Care-Needs-Assessment-Parent\\_Caregiver-Survey](https://ca.research.net/r/Mid-Island-Child-Care-Needs-Assessment-Parent_Caregiver-Survey)  
Survey Link: Child Care Providers - <https://ca.research.net/r/Mid-Island-Child-Care-Provider>  
Report is expected in April and we are not anticipating any surprises.
4. Childcare spaces update from the SD69 and OBLT partnership  
Application has gone into the province. There has been discussion and we await an outcome.
5. **BC Healthy Kids Program**  
Now that changes to BC medical have been implemented, information may need to be updated by families through [www.gov.bc.ca/sdpr](http://www.gov.bc.ca/sdpr) You will need last year's tax return to update.
6. **Updates**  
Pete the Cat scheduled for April 16  
Sd 69 backpack program now packing 60 backpacks per week for hungry families.  
OBLT still needs WOW bus drivers.
7. **Next Meeting**  
Thursday, March 5, 2020 at noon



Curriculum Implementation Advisory Committee  
January 30, 2020  
3:30 – 4:30 pm  
District Resource Centre

1. Acknowledgement of Traditional Territories
2. Introductions:  
Gillian Wilson, Lisa Pedersen-Skene, Debbie Comer, Laura Rae, Kayla Mohr,  
Carrie Frampton  
  
Regrets: Corleen McKinnon-Sanderson, Eve Flynn, Norberta Heinrichs, Kathryn  
Standing
3. Review with the group the outcomes of survey.
  - a. Technology to support CLC/CLE
    - i. More powerful computers/hardware
    - ii. Document cameras
    - iii. Smart Boards (district is not supporting Smart technology)
  - b. Learning Grants
    - i. Possibly more weight/priority to Secondary requests
4. Discussions for upcoming budget
  - a. Recommendations from the Curriculum Implementation Advisory  
Committee:
    - i. Recommendation:  
That the Board of Education continue the financial support for  
curriculum implementation through the Learning Grants.
    - ii. Recommendation:  
That the Board of Education continue to support technology for  
curriculum throughout the school district which includes, but is not  
limited to, the ongoing budget line for maintenance and updates.
    - iii. Recommendation:  
That the Board of Education continue to support the Emotional  
Support Teachers within the school district.
  - b. Motion:  
*Moved:* Lisa Pedersen-Skene, *Seconded:* Laura Rae  
That the Curriculum Implementation Advisory Committee accept the  
above recommendations as written.  
CARRIED
5. Next meeting – March 5, 2020 3:30 at the DRC
6. Adjournment: 4:12 pm

**SCHOOL DISTRICT 69 (QUALICUM)  
STATUS OF ACTION ITEMS**

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Briefing Note re École Oceanside Elementary English Program</b> November 26, 2019</p>	<p>Superintendent</p>	<p>Currently being drafted</p>	<p>January 2020</p>
<p><b>Climate Action Task Force</b> December 17, 2019            THAT the Board of Education of School District 69 (Qualicum) request staff to prepare a report on the school district's current plans in relation to reducing greenhouse gas emissions, including data and targets related to district operations and transportation</p>	<p>Secretary Treasurer/ Operations &amp; Maintenance Manager</p>		
<p><b>Reduction of Greenhouse Gas Emissions in SD69</b> December 17, 2019            THAT the Board of Education of School District 69 (Qualicum) request staff to prepare a report on the school district's current plans in relation to reducing greenhouse gas emissions, including data and targets related to district operations and transportation</p>	<p>Senior Staff</p>		
<p><b>Stewardship and Climate Change Learning</b> December 17, 2019            THAT the Board of Education of School District 69 (Qualicum) request senior staff to prepare a report for embedding and creating a focus on stewardship and climate change learning into the core competencies.</p>	<p>Director of Instruction</p>	<p>- Director of Instruction Report outlining the curriculum opportunities and current district learning initiatives which will be presented at the February Board Meeting.</p>	<p>February 2020</p>
<p><b>Climate Action Symposium</b> December 17, 2019            THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	<p>Climate Action Task Force Members</p>	<p>- Has been decided to move timeline from spring 2020 to fall 2020</p>	<p>Fall 2020</p>
<p><b>Letter to Ministries of Education and Finance</b> January 28, 2020            THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministries of Education and Finance outlining our funding needs to adequately maintain our school district and support vulnerable learners, including a reliance on unstable revenue streams such as the International Student Program. The letter will request the provincial government adequately fund public education.</p>	<p>Board Chair</p>	<p>Letter sent February 19</p>	<p>February 2020</p>



Dr. Keven Elder  
Superintendent of Schools

# MEMO

**Date:** February 25, 2020  
**To:** Board of Education  
**From:** Dr. Keven Elder, Superintendent of Schools  
R. Elaine Young, Trustee (Chair - Oceanside Track Renewal Project)  
**RE:** Update on Oceanside Track Renewal (at Ballenas) Project

This memo is intended to provide the Board of Education with a brief update on the status of the Ballenas Secondary School track renewal project. Highlights of the current status include:

1. The Steering Committee continues its work in general oversight of the project. By the time this memo is received the committee will have held its most recent meeting on Monday, February 24. A verbal update will be available from that meeting.
2. A group representing the steering committee made a presentation to the RDN Oceanside Services Committee (OSC) on Thursday, February 13. Presenters included Superintendent Keven Elder (lead presenter), Secretary Treasurer Ron Amos, General Manager of Operations Chris Dempster, and Ballenas student/Oceanside Track and Field representative Juliette Desvaux.
3. The OSC received our 15 minute presentation and overview, then deliberated for 30 minutes on next steps, supported by a series of questions and answers to the presentation panel. The committee voted against supporting the project in principle, but did refer the matter to RDN staff to work with school district staff to secure answers to a series of questions posed by Directors during the meeting.
4. The OSC Directors also spoke openly about having funds in hand for the project, should it go ahead, and the ability to seek additional funding from areas within the Oceanside region of the RDN. We expect those deliberations to eventuate after we provide further insights based on questions referred to staff.
5. The fund-raising subcommittee of the steering committee continues to make progress beyond that made with the RDN. Community organizations are looking for ways to support the project, and provincial and federal grants are being identified as viable sources of funding via matching grants. Mr. Amos can provide more detail to the Board on these opportunities.

We will continue to keep the Board apprised as we move forward. We remain optimistic that the community will rally in support of this project. The collective energy in the community for this project is as palpable today as it has been for 20 years. We have only just begun.

Keven Elder  
Superintendent

R. Elaine Young  
Trustee



SCHOOL DISTRICT NO. 69 (QUALICUM)  
Amended Annual Budget - Summary of Differences

2020-02-12

	2018/19		2019/20			
	Annual Budget	Amended Budget	Annual Budget	Amended Budget	Diff	Comment
<b>REVENUE</b>						
<b>PROVINCIAL GRANTS</b>						
Operating Grant	41,076,227	41,210,020	41,871,867	43,073,863	1,201,996	Recalc/Lab Settlement
Other MOE Grants-Additional grant	426,341	426,341	784,115	784,115	0	
Other MOE Grants-Pay Equity	936,176	936,176	936,176	936,176	0	
Other MOE Grants-Misc	60,000	60,000	60,000	115,777	55,777	Support Staff Benefits
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>42,498,744</b>	<b>42,632,537</b>	<b>43,652,158</b>	<b>44,909,931</b>	<b>1,257,773</b>	
<b>OTHER REVENUES</b>						
Other Provincial Revenues	101,450	101,450	101,450	120,000	18,550	adj to actuals
Offshore Tuition	3,900,000	4,100,000	4,100,000	4,100,000	0	
Miscellaneous other	150,000	150,000	150,000	140,000	-10,000	adj to actuals
Rental and Leases	600,000	650,000	650,000	650,000	0	
Investment Income	175,000	300,000	300,000	290,000	-10,000	adj to actuals
<b>TOTAL OTHER REVENUE</b>	<b>4,926,450</b>	<b>5,301,450</b>	<b>5,301,450</b>	<b>5,300,000</b>	<b>-1,450</b>	
<b>TOTAL REVENUES</b>	<b>47,425,194</b>	<b>47,933,987</b>	<b>48,953,608</b>	<b>50,209,931</b>	<b>1,256,323</b>	
<b>EXPENDITURES</b>						
<b>SALARIES AND BENEFITS</b>						
Teachers	18,292,873	18,033,301	18,520,319	18,470,644	-49,675	Realloc to CEF
Principals and Vice Principals	2,773,721	2,982,403	2,929,877	3,241,128	311,251	Exempt leave pressures
Educational Assistants	3,437,868	3,594,542	3,737,695	3,826,735	89,040	Add'l FTE
Support Staff	4,744,560	4,836,586	4,934,216	5,147,352	213,136	Add'l FTE
Other Professionals	1,584,275	1,630,241	1,767,784	1,761,336	-6,448	Realloc for Dir
Substitutes	1,403,867	1,386,855	1,397,532	1,574,898	177,366	Other leave pressures
Benefits	8,613,031	8,654,667	8,874,014	9,062,921	188,907	incremental benefits
<b>TOTAL SALARIES AND BENEFITS</b>	<b>40,850,195</b>	<b>41,118,595</b>	<b>42,161,437</b>	<b>43,085,014</b>	<b>923,577</b>	
Benefits as a % of Total Salaries	26.7%	26.7%	26.7%	26.6%		
<b>SUPPLIES AND SERVICES</b>						
Services	2,846,330	2,966,330	2,900,630	3,045,630	145,000	adj for appropriations
Training and Travel	549,085	549,085	579,085	579,085	0	
Rental and Leases	5,000	5,000	5,000	5,000	0	
Dues and Fees	71,000	71,000	71,000	71,000	0	
Insurance	164,000	164,000	164,000	164,000	0	
Supplies	1,797,652	1,958,504	1,973,652	2,167,002	193,350	adj for appropriations
Utilities	1,016,000	1,016,000	1,016,000	1,016,000	0	
Capital Equipment	418,550	418,550	418,550	418,550	0	
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>6,867,617</b>	<b>7,148,469</b>	<b>7,127,917</b>	<b>7,466,267</b>	<b>338,350</b>	
<b>TOTAL EXPENDITURES</b>	<b>47,717,812</b>	<b>48,267,064</b>	<b>49,289,354</b>	<b>50,551,281</b>	<b>1,261,927</b>	
<b>NET REVENUE (EXPENDITURE)</b>	<b>-292,618</b>	<b>-333,077</b>	<b>-335,746</b>	<b>-341,350</b>	<b>-5,604</b>	
Budgeted Use of Surplus	292,618	333,077	335,746	341,350	5,604	
<b>Surplus (Deficit), for the Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Appropriations</b>						
School supply accts						
Capital maint						
District Programs		183,077		91,350		
Learning grant						
ERP System		150,000				
Copier/printer			250,000	250,000		
Energy projects						
Use of surplus to balance	292,618	0	85,746	0		
	292,618	333,077	335,746	341,350		
Contingency/Unappropriated						
Total Operating Surplus						

Amended Annual Budget

## **School District No. 69 (Qualicum)**

June 30, 2020

# School District No. 69 (Qualicum)

June 30, 2020

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

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2019/2020 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2019/2020.
3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$60,019,608 for the 2019/2020 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2019/2020.

READ A FIRST TIME THE 25th DAY OF FEBRUARY, 2020;

READ A SECOND TIME THE 25th DAY OF FEBRUARY, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF FEBRUARY, 2020;

( Corporate Seal )

---

Chairperson of the Board

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2019/2020, adopted by the Board the 25th DAY OF FEBRUARY, 2020.

---

Secretary Treasurer

# School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2020

	2020 Amended Annual Budget	2020 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	4,310.188	4,251.000
Adult	5.250	5.500
<b>Total Ministry Operating Grant Funded FTE's</b>	<u>4,315.438</u>	<u>4,256.500</u>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	50,062,121	48,254,967
Other	120,000	101,450
Tuition	4,100,000	4,100,000
Other Revenue	1,490,000	1,520,000
Rentals and Leases	650,000	650,000
Investment Income	310,000	300,000
Amortization of Deferred Capital Revenue	2,345,074	2,331,384
<b>Total Revenue</b>	<u>59,077,195</u>	<u>57,257,801</u>
<b>Expenses</b>		
Instruction	46,136,365	44,769,402
District Administration	2,313,650	2,162,686
Operations and Maintenance	8,819,717	8,492,802
Transportation and Housing	2,024,551	2,067,841
<b>Total Expense</b>	<u>59,294,283</u>	<u>57,492,731</u>
<b>Net Revenue (Expense)</b>	<u>(217,088)</u>	<u>(234,930)</u>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	341,350	335,746
<b>Budgeted Surplus (Deficit), for the year</b>	<u>124,262</u>	<u>100,816</u>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	124,262	100,816
<b>Budgeted Surplus (Deficit), for the year</b>	<u>124,262</u>	<u>100,816</u>

**School District No. 69 (Qualicum)**

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2020

	2020 Amended Annual Budget	2020 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	50,142,121	48,870,804
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	6,042,800	5,522,809
Capital Fund - Total Expense	3,109,362	3,099,118
Capital Fund - Tangible Capital Assets Purchased from Local Capital	306,775	
<b>Total Budget Bylaw Amount</b>	<b>60,019,608</b>	<b>57,911,281</b>

Approved by the Board

Signature of the Chairperson of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_  
Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_  
Signature of the Secretary Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

**DRAFT**

# School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
 Year Ended June 30, 2020

	2020 Amended Annual Budget	2020 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(217,088)</u>	<u>(234,930)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(418,550)	(418,550)
From Local Capital	(306,775)	
From Deferred Capital Revenue	<u>(1,750,000)</u>	<u>(2,025,456)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(2,475,325)</u>	<u>(2,444,006)</u>
Amortization of Tangible Capital Assets	<u>2,659,362</u>	<u>2,649,118</u>
<b>Total Effect of change in Tangible Capital Assets</b>	<u>184,037</u>	<u>205,112</u>
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(33,051)</u></u>	<u><u>(29,818)</u></u>

# School District No. 69 (Qualicum)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2020

	Operating Fund	Special Purpose Fund	Capital Fund	2020 Amended Annual Budget
	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	1,984,302		17,994,238	19,978,540
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	77,200		(294,288)	(217,088)
Interfund Transfers				
Tangible Capital Assets Purchased	(418,550)		418,550	-
<b>Net Changes for the year</b>	(341,350)	-	124,262	(217,088)
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	1,642,952	-	18,118,500	19,761,452



**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Operating Revenue and Expense  
 Year Ended June 30, 2020

Schedule 2

	2020 Amended Annual Budget	2020 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	44,919,321	43,652,158
Other	120,000	101,450
Tuition	4,100,000	4,100,000
Other Revenue	140,000	150,000
Rentals and Leases	650,000	650,000
Investment Income	290,000	300,000
<b>Total Revenue</b>	<b>50,219,321</b>	<b>48,953,608</b>
<b>Expenses</b>		
Instruction	40,294,522	39,445,939
District Administration	2,313,650	2,162,686
Operations and Maintenance	5,853,203	5,536,532
Transportation and Housing	1,680,746	1,725,647
<b>Total Expense</b>	<b>50,142,121</b>	<b>48,870,804</b>
<b>Net Revenue (Expense)</b>	<b>77,200</b>	<b>82,804</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>341,350</b>	<b>335,746</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(418,550)	(418,550)
<b>Total Net Transfers</b>	<b>(418,550)</b>	<b>(418,550)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 69 (Qualicum)

Amended Annual Budget - Schedule of Operating Revenue by Source  
 Year Ended June 30, 2020

	2020 Amended Annual Budget	2020 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	42,851,790	41,871,867
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Funding for Graduated Adults	8,352	
Transportation Supplement	426,341	426,341
Carbon Tax Grant	60,000	60,000
Employer Health Tax Grant	357,774	357,774
Support Staff Benefits Grant	46,702	
Miscellaneous	10,113	
Support Staff Labour Settelement Grant	222,073	
<b>Total Provincial Grants - Ministry of Education</b>	<u>44,919,321</u>	<u>43,652,158</u>
<b>Provincial Grants - Other</b>	<u>120,000</u>	<u>101,450</u>
<b>Tuition</b>		
International and Out of Province Students	4,100,000	4,100,000
<b>Total Tuition</b>	<u>4,100,000</u>	<u>4,100,000</u>
<b>Other Revenues</b>		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	100,000
<b>Total Other Revenue</b>	<u>140,000</u>	<u>150,000</u>
<b>Rentals and Leases</b>	<u>650,000</u>	<u>650,000</u>
<b>Investment Income</b>	<u>290,000</u>	<u>300,000</u>
<b>Total Operating Revenue</b>	<u><u>50,219,321</u></u>	<u><u>48,953,608</u></u>

**School District No. 69 (Qualicum)**

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2020

	2020 Amended Annual Budget	2020 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	18,470,644	18,520,319
Principals and Vice Principals	3,241,128	2,929,877
Educational Assistants	3,826,735	3,737,695
Support Staff	5,147,352	4,934,216
Other Professionals	1,761,336	1,767,784
Substitutes	1,574,898	1,397,532
<b>Total Salaries</b>	<b>34,022,093</b>	<b>33,287,423</b>
<b>Employee Benefits</b>	<b>9,062,921</b>	<b>8,874,014</b>
<b>Total Salaries and Benefits</b>	<b>43,085,014</b>	<b>42,161,437</b>
<b>Services and Supplies</b>		
Services	3,044,630	2,899,630
Student Transportation	1,000	1,000
Professional Development and Travel	579,085	579,085
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	71,000
Insurance	164,000	164,000
Supplies	2,176,392	1,973,652
Utilities	1,016,000	1,016,000
<b>Total Services and Supplies</b>	<b>7,057,107</b>	<b>6,709,367</b>
<b>Total Operating Expense</b>	<b>50,142,121</b>	<b>48,870,804</b>

# School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	15,337,779	668,214		23,129		995,392	17,024,514
1.03 Career Programs	160,003			40,564			200,567
1.07 Library Services	588,947	32,671		234,539		23,461	879,618
1.08 Counselling	743,547					75,622	819,169
1.10 Special Education	1,299,774	219,902	3,579,344	51,542	64,840	203,671	5,419,073
1.30 English Language Learning	64,115						64,115
1.31 Indigenous Education	77,740	117,893	247,391				443,024
1.41 School Administration		1,876,765		1,095,442			2,972,207
1.62 International and Out of Province Students	198,739	255,130		68,671	182,085		704,625
1.64 Other					38,141		38,141
<b>Total Function 1</b>	<b>18,470,644</b>	<b>3,170,575</b>	<b>3,826,735</b>	<b>1,513,887</b>	<b>285,066</b>	<b>1,298,146</b>	<b>28,565,053</b>
<b>4 District Administration</b>							
4.11 Educational Administration		70,553			468,231		538,784
4.40 School District Governance					107,691		107,691
4.41 Business Administration				300,627	595,828	3,000	899,455
<b>Total Function 4</b>	<b>-</b>	<b>70,553</b>	<b>-</b>	<b>300,627</b>	<b>1,171,750</b>	<b>3,000</b>	<b>1,545,930</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				54,237	247,016	500	301,753
5.50 Maintenance Operations				2,287,986		146,172	2,434,158
5.52 Maintenance of Grounds				169,728			169,728
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,511,951</b>	<b>247,016</b>	<b>146,672</b>	<b>2,905,639</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				53,344	57,504	500	111,348
7.70 Student Transportation				767,543		126,580	894,123
7.73 Housing							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>820,887</b>	<b>57,504</b>	<b>127,080</b>	<b>1,005,471</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>18,470,644</b>	<b>3,241,128</b>	<b>3,826,735</b>	<b>5,147,352</b>	<b>1,761,336</b>	<b>1,574,898</b>	<b>34,022,093</b>

# School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Amended Annual Budget	2020 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	17,024,514	4,676,857	21,701,371	974,335	22,675,706	21,694,280
1.03 Career Programs	200,567	54,932	255,499	448,130	703,629	728,365
1.07 Library Services	879,618	227,246	1,106,864	28,700	1,135,564	1,109,724
1.08 Counseling	819,169	195,896	1,015,065		1,015,065	959,214
1.10 Special Education	5,419,073	1,540,114	6,959,187	71,000	7,030,187	7,380,407
1.30 English Language Learning	64,115	16,762	80,877		80,877	78,206
1.31 Indigenous Education	443,024	154,881	597,905	94,920	692,825	667,162
1.41 School Administration	2,972,207	704,768	3,676,975	107,800	3,784,775	3,795,954
1.62 International and Out of Province Students	704,625	168,797	873,422	2,255,300	3,128,722	2,985,349
1.64 Other	38,141	9,031	47,172		47,172	47,278
<b>Total Function 1</b>	<b>28,565,053</b>	<b>7,749,284</b>	<b>36,314,337</b>	<b>3,980,185</b>	<b>40,294,522</b>	<b>39,445,939</b>
<b>4 District Administration</b>						
4.11 Educational Administration	538,784	103,308	642,092	103,000	745,092	595,533
4.40 School District Governance	107,691	11,049	118,740	90,340	209,080	194,126
4.41 Business Administration	899,455	188,323	1,087,778	271,700	1,359,478	1,373,027
<b>Total Function 4</b>	<b>1,545,930</b>	<b>302,680</b>	<b>1,848,610</b>	<b>465,040</b>	<b>2,313,650</b>	<b>2,162,686</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	301,753	54,008	355,761	209,800	565,561	541,942
5.50 Maintenance Operations	2,434,158	613,335	3,047,493	784,482	3,831,975	3,565,297
5.52 Maintenance of Grounds	169,728	46,939	216,667	103,000	319,667	293,293
5.56 Utilities	-	-	-	1,136,000	1,136,000	1,136,000
<b>Total Function 5</b>	<b>2,905,639</b>	<b>714,282</b>	<b>3,619,921</b>	<b>2,233,282</b>	<b>5,853,203</b>	<b>5,536,532</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	111,348	24,157	135,505	28,100	163,605	159,523
7.70 Student Transportation	894,123	272,518	1,166,641	332,500	1,499,141	1,548,124
7.73 Housing	-	-	-	18,000	18,000	18,000
<b>Total Function 7</b>	<b>1,005,471</b>	<b>296,675</b>	<b>1,302,146</b>	<b>378,600</b>	<b>1,680,746</b>	<b>1,725,647</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>34,022,093</b>	<b>9,062,921</b>	<b>43,085,014</b>	<b>7,057,107</b>	<b>50,142,121</b>	<b>48,870,804</b>

# School District No. 69 (Qualicum)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2020

	<u>2020 Amended</u> <u>Annual Budget</u>	<u>2020</u> <u>Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	4,692,800	4,152,809
Other Revenue	1,350,000	1,370,000
<b>Total Revenue</b>	<u>6,042,800</u>	<u>5,522,809</u>
<b>Expenses</b>		
Instruction	5,841,843	5,323,463
Operations and Maintenance	199,346	199,346
Transportation and Housing	1,611	
<b>Total Expense</b>	<u>6,042,800</u>	<u>5,522,809</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2020

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			647,023						
<b>Add: Restricted Grants</b>									
Provincial Grants - Ministry of Education	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
Other	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
<b>Less: Allocated to Revenue Recovered</b>	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
<b>Deferred Revenue, end of year</b>	-	-	647,023	-	-	-	-	-	-
<b>Revenues</b>	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
Provincial Grants - Ministry of Education	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
Other Revenue									
<b>Expenses</b>									
Salaries									
Teachers									2,644,950
Principals and Vice Principals						32,655			
Educational Assistants		127,691					156,681	354,256	
Support Staff									
Other Professionals							38,235		
Substitutes									
Employee Benefits	156,023	127,691				32,655	194,916	354,256	2,644,950
Services and Supplies	30,596	29,435	1,350,000	99,383	19,600	10,558	47,203	94,486	524,977
	12,727					58,110	133,783		
	199,346	157,126	1,350,000	99,383	19,600	101,323	375,902	448,742	3,169,927
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2020

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	TOTAL
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	14,975				661,998
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education	83,340	1,611	30,500	6,000	4,692,800
Other	83,340	1,611	30,500	6,000	1,350,000
	83,340	1,611	30,500	6,000	6,042,800
<b>Less:</b> Allocated to Revenue Recovered	14,975				14,975
<b>Deferred Revenue, end of year</b>	-	-	-	-	647,023
<b>Revenues</b>					
Provincial Grants - Ministry of Education	83,340	1,611	30,500	6,000	4,692,800
Other Revenue	83,340	1,611	30,500	6,000	1,350,000
	83,340	1,611	30,500	6,000	6,042,800
<b>Expenses</b>					
Salaries					
Teachers					2,644,950
Principals and Vice Principals					32,655
Educational Assistants					284,372
Support Staff					510,279
Other Professionals					38,235
Substitutes	57,954				57,954
	57,954				3,568,445
Employee Benefits Services and Supplies	25,386	1,611	30,500	6,000	762,641
	83,340	1,611	30,500	6,000	1,711,714
	83,340	1,611	30,500	6,000	6,042,800
<b>Net Revenue (Expense)</b>	-	-	-	-	-



**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Capital Revenue and Expense  
 Year Ended June 30, 2020

	2020 Amended Annual Budget			2020 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	450,000		450,000	450,000
Investment Income		20,000	20,000	
Amortization of Deferred Capital Revenue	2,345,074		2,345,074	2,331,384
<b>Total Revenue</b>	<b>2,795,074</b>	<b>20,000</b>	<b>2,815,074</b>	<b>2,781,384</b>
<b>Expenses</b>				
Operations and Maintenance	450,000		450,000	450,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,317,168		2,317,168	2,306,924
Transportation and Housing	342,194		342,194	342,194
<b>Total Expense</b>	<b>3,109,362</b>	<b>-</b>	<b>3,109,362</b>	<b>3,099,118</b>
<b>Net Revenue (Expense)</b>	<b>(314,288)</b>	<b>20,000</b>	<b>(294,288)</b>	<b>(317,734)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	418,550		418,550	418,550
<b>Total Net Transfers</b>	<b>418,550</b>	<b>-</b>	<b>418,550</b>	<b>418,550</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	306,775	(306,775)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>306,775</b>	<b>(306,775)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>411,037</b>	<b>(286,775)</b>	<b>124,262</b>	<b>100,816</b>

SCHOOL DISTRICT NO. 69 (QUALICUM)  
Amended Annual Budget - Summary of Differences

2020-02-14

	2018/19		2019/20			
	Annual Budget	Amended Budget	Annual Budget	Amended Budget	Diff	Comment
<b>REVENUE</b>						
<b>PROVINCIAL GRANTS</b>						
Operating Grant	41,076,227	41,210,020	41,871,867	42,851,790	979,923	Recalc
Other MOE Grants-Additional grant	426,341	426,341	784,115	784,115	0	
Other MOE Grants-Pay Equity	936,176	936,176	936,176	936,176	0	
Other MOE Grants-Misc	60,000	60,000	60,000	347,240	287,240	Support Stf Bens/LabSettle
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>42,498,744</b>	<b>42,632,537</b>	<b>43,652,158</b>	<b>44,919,321</b>	<b>1,267,163</b>	
<b>OTHER REVENUES</b>						
Other Provincial Revenues	101,450	101,450	101,450	120,000	18,550	adj to actuals
Offshore Tuition	3,900,000	4,100,000	4,100,000	4,100,000	0	
Miscellaneous other	150,000	150,000	150,000	140,000	-10,000	adj to actuals
Rental and Leases	600,000	650,000	650,000	650,000	0	
Investment Income	175,000	300,000	300,000	290,000	-10,000	adj to actuals
<b>TOTAL OTHER REVENUE</b>	<b>4,926,450</b>	<b>5,301,450</b>	<b>5,301,450</b>	<b>5,300,000</b>	<b>-1,450</b>	
<b>TOTAL REVENUES</b>	<b>47,425,194</b>	<b>47,933,987</b>	<b>48,953,608</b>	<b>50,219,321</b>	<b>1,265,713</b>	
<b>EXPENDITURES</b>						
<b>SALARIES AND BENEFITS</b>						
Teachers	18,292,873	18,033,301	18,520,319	18,470,644	-49,675	Realloc to CEF
Principals and Vice Principals	2,773,721	2,982,403	2,929,877	3,241,128	311,251	Exempt leave pressures
Educational Assistants	3,437,868	3,594,542	3,737,695	3,826,735	89,040	Add'l FTE
Support Staff	4,744,560	4,836,586	4,934,216	5,147,352	213,136	Add'l FTE
Other Professionals	1,584,275	1,630,241	1,767,784	1,761,336	-6,448	Realloc for Dir
Substitutes	1,403,867	1,386,855	1,397,532	1,574,898	177,366	Other leave pressures
Benefits	8,613,031	8,654,667	8,874,014	9,062,921	188,907	incremental benefits
<b>TOTAL SALARIES AND BENEFITS</b>	<b>40,850,195</b>	<b>41,118,595</b>	<b>42,161,437</b>	<b>43,085,014</b>	<b>923,577</b>	
Benefits as a % of Total Salaries	26.7%	26.7%	26.7%	26.6%		
<b>SUPPLIES AND SERVICES</b>						
Services	2,846,330	2,966,330	2,900,630	3,045,630	145,000	adj for appropriations
Training and Travel	549,085	549,085	579,085	579,085	0	
Rental and Leases	5,000	5,000	5,000	5,000	0	
Dues and Fees	71,000	71,000	71,000	71,000	0	
Insurance	164,000	164,000	164,000	164,000	0	
Supplies	1,797,652	1,958,504	1,973,652	2,176,392	202,740	adj for appropriations
Utilities	1,016,000	1,016,000	1,016,000	1,016,000	0	
Capital Equipment	418,550	418,550	418,550	418,550	0	
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>6,867,617</b>	<b>7,148,469</b>	<b>7,127,917</b>	<b>7,475,657</b>	<b>347,740</b>	
<b>TOTAL EXPENDITURES</b>	<b>47,717,812</b>	<b>48,267,064</b>	<b>49,289,354</b>	<b>50,560,671</b>	<b>1,271,317</b>	
<b>NET REVENUE (EXPENDITURE)</b>	<b>-292,618</b>	<b>-333,077</b>	<b>-335,746</b>	<b>-341,350</b>	<b>-5,604</b>	
Budgeted Use of Surplus	292,618	333,077	335,746	341,350	5,604	
<b>Surplus (Deficit), for the Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Appropriations</b>						
School supply accts						
Capital maint						
District Programs		183,077		91,350		
Learning grant						
ERP System		150,000				
Copier/printer			250,000	250,000		
Energy projects						
Use of surplus to balance	292,618	0	85,746	0		
	292,618	333,077	335,746	341,350		
Contingency/Unappropriated						
Total Operating Surplus						



**Vivian Collyer**  
**Director of Instruction**

# Memo

**Date:** February 19, 2020  
**To:** Board of Education  
**cc:** Keven Elder, Superintendent  
**RE:** Stewardship and Climate Change Learning

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## 1) BC Curriculum

The redesigned BC curriculum provides many opportunities for student learning experiences related to environmental stewardship and climate change:

### a) **Core Competencies** <https://curriculum.gov.bc.ca/competencies>

All students in Kindergarten to Grade 12 will reflect on and self-assess in all of the Core Competencies on a regular basis throughout their schooling. These integrated competencies are “sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning...and directly support students in their growth as educated citizens.” The Core Competencies are embedded and evident within all areas of learning (subject areas), demonstrated when students are engaged in “doing” the curricular competencies of the learning standards.

The Core Competencies include the sub-competencies of:

- Social Awareness and Responsibility
- Personal Awareness and Responsibility
- Positive Personal Cultural Identity
- Creative Thinking, Critical and Reflective Thinking
- Communicating
- Collaborating

Within the *Social Awareness and Responsibility* sub-competency, environmental stewardship is explicitly stated as a facet:

“Contributing to community and caring for the environment – Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.”

In addition, the complexities of climate change and its solutions will require all of the sub-competencies to play a role in developing citizens who value and action environmental stewardship. For example, coming up with innovative and far-reaching solutions requires *Creative Thinking* and *Collaboration* with others, in addition to *Social Awareness and Responsibility*.

**b) First Peoples Principles of Learning (FPPL)** <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

Infusing indigenous wisdom about care for the land is another learning opportunity to draw from when considering environmental stewardship potential. The FPPL provided a crucial lens for teacher teams during the BC Curriculum development process and references to indigenous perspectives and knowledge are both explicit and implicit throughout the curriculum.

Two of these principles specifically reference the importance of connectedness to the land and care for the environment:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

**c) Deeper learning processes**

“Deeper learning refers to learning that emphasizes the use of key disciplinary concepts, principles, and generalizations to think critically, solve problems, and communicate ideas.” (BC Curriculum website) The redesigned curriculum, with its emphasis on the “doing” of the curricular competencies, within all subject areas and grade levels, enables student engagement in deeper learning processes, including:

Experiential learning: learning through reflecting on direct experiences, as in “doing” the curricular competencies and reflecting on learning and core competency development

Play: exploration that is driven by children’s curiosities about the world around them

Inquiry: building knowledge and understanding through active and open-minded exploration of meaningful questions, problems, and issues in the world

Service learning: active learning that involves making a real-world contribution that benefits others and/or the community and/or the environment

Design thinking: process for learning that moves from empathetic observation to action in order to address real-world challenges

Place-based learning: learning in and through nature that fosters deep environmental knowledge, understanding, and action

Capstone: a new requirement for graduation, where students demonstrate the knowledge, competencies, and passions they can offer the world, as they integrate personal interests, strengths, and new learning with their preferred future possibilities. It includes deeper learning experiences that support the journey into post-graduation life, and showcases what contributions students can make in the world

All of the above deeper learning opportunities align with recommendations for meaningful environmental stewardship and climate change learning:

“To address apathy and eco-anxiety, school boards, schools and teachers should ensure student learning is authentic and relevant to local climate impacts, utilizing strategies including inquiry, experiential learning, opportunities for deliberative dialogue, and community partnerships for local climate action.”

- *Canada, Climate Change, and Education: Opportunities for Public and Formal Education, 2019*

Tapping into the opportunities provided by the Core Competencies, FPPL, and deeper learning processes of the curriculum is key to designing environmental stewardship and climate change learning opportunities for our students.

## **2) Possible ways to support a focus on environmental stewardship and climate change learning**

- a) Professional learning for educators in the area of environmental studies and climate action solutions, emphasizing Core Competency development, FPPL, and deeper learning processes of the curriculum.
- b) Building on and strengthening current school-based environmental stewardship initiatives.
- c) Climate Action Network for schools to learn more about climate change and solutions, and to share related learning ideas and actions. Representatives from this group could sit on the district's Climate Action Task Force to provide updates and take back information to the Network.
- d) Supporting student leadership opportunities for those who are interested in pursuing more learning experiences in environmental stewardship, including capstone preparation and community mentorship at the secondary level.
- e) Education program development that integrates various relevant areas of learning to offer students the opportunity to delve deeper into environmental stewardship and climate action advocacy. (For example, interdisciplinary approaches to learning with continuous chunks of time in the timetable at the secondary level can facilitate deeper consideration of Climate Change issues and solutions-focused actions that shift mindsets and lifestyle practices, while simultaneously learning the curricular expectations required for graduation.)



**Education Committee of the Whole Report**  
**Tuesday, February 18, 2020**  
**Errington Elementary School**  
**3:30 p.m.**

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

**Committee Members Present:** Trustees Laura Godfrey (Chair), Eve Flynn, Barry Kurland, Julie Austin; Keven Elder, Superintendent of Schools; Gillian Wilson, Associate Superintendent; Vivian Collyer, Director of Instruction; Sheila Morrison, Principal, EES; Jennifer, Fuhrmann, Vice-Principal, EES; Rudy Terpstra, Principal, BSS; Lisa Pedersen-Skene, Vice-Principal, SES; Brayden Gordon, Vice-Principal, BES; Rosie McLeod-Shannon, District Principal, Indigenous Education.

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATION:**

- Errington Elementary students showed attendees Room 9, a calm room with low lights, tactile objects, reading nook. The room is fully supported and welcoming for the student who need a few minutes to decompress, calm down, and refocus. Some discussion around the needs of this room and specifically why it works so well in Errington.

**3. SHARED LEARNING**

- **Climate Change in the classroom**  
Zero waste partnership with RDN was discussed and which of the 3 schools in the partnership have completed their initial audit. The three schools involved in this partnership are: Arrowview and Errington Elementary and Ballenas Secondary. Vivian Collyer will continue to update the committee over the remainder of the school year.

A Youth Climate Conference was held in Comox on February 13th. It was very successful and finished on a positive note. Students attended from both of the district's high schools.

**4. INFORMATION**

- **Registration Update**  
13 applications have been received for the proposed Primary Learning Community Program. Gillian will recommend that this program go forward in the upcoming budget consultations.

Update on French Immersion K's enrollment at ÉOES. Reconfirmation of ÉOES being a dual track elementary school by all trustees.

Update on cross boundary requests. Reconfirmation that those students in the Whiskey Creek area who are requesting QBES will receive priority placement as has occurred in the past.

- **Strategic Plans Update**  
Brayden Gordon, Vice-Principal of Bowser Elementary School, spoke about the ease of talking about the strategic plan in administrators' meetings as the newest member of the team.
- **Curriculum Implementation Advisory Committee Report**  
Eve Flynn spoke to the history of how this committee has evolved over the years. Some recommendations coming forward to budget considerations after great discussion and consensus were to continue financial support for:
  - Learning grants
  - Technology
  - Emotional support teachers (2)
- **Alternate Program Review Report**  
5 metro members (Delta, Surrey, NV) met with approximately 30 staff and 30 students to gather information. Four recommendations came from this report. The District is bringing in Raj Dhasi from Turning Point Resolutions to assist with the dissemination of the results and the recommendations. More information will be provided at the April meeting.
- **Education Enhancement Agreement 2020-2025**  
Rosie McLeod-Shannon provided a brief history about how the Enhancement Agreement began and where we are now. The first parent meeting has occurred and a second meeting is scheduled for March 1th. An on-line survey is planned for students in the higher grades, and the younger students will be interviewed separately. Good discussion took place regarding the Local Education Agreements and the First Nations, Métis and Inuit Education Enhancement Agreement and the differences between the two.
- **Calendar**  
A 3-year calendar is still being considered with some of the professional development dates in the 2021-22 and 2022-23 school years as yet to be determined. The upcoming calendar has been a collaboration between the district and MATA. They are also sharing a speaker for the September 2020 district-wide planning day and the MATA professional development day.

**5. DISCUSSION:**

- Multi-Year Calendar 2020-2023

**6. QUESTION PERIOD:**

**7. NEXT MEETING DATE(S):**

- Tuesday, April 21<sup>st</sup> – location TBD

**8. ADJOURNMENT**



**Policy Committee of the Whole Report**  
**Tuesday, February 18, 2020**  
**Teaching & Learning Centre – Winchelsea Place**  
**1:00 p.m.**

**Mandate:** To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

**Acknowledgment:** We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Nanoose and Qualicum First Nations for sharing their shared territory with us.

**Committee Members Present:**

Elaine Young (Trustee and Chair), Eve Flynn, Barry Kurland, Julie Austin, Laura Godfrey (Trustees); Keven Elder, Superintendent of Schools, Rudy Terpstra, Principal, BSS; Ronda Bell, Principal, ISP; Debbie Comer, President, MATA; and Judy (MATA), Sherrie Brown, President (CUPE 3570), Jalyn Sorg (DPAC), Rosie McLeod-Shannon (District Principal of Indigenous Education)

**1. Chair's Report**

- Without a policy committee of the whole meeting in March, there is an option to have readings in February followed by readings in March, without a committee meeting in between.
- In terms of the living wage policy, it may be advisable to not register with Living Wage for Families as a living wage employer, given that our AP covers the issues and that registration is rather onerous. The committee may wish to send the policy and AP to the Living Wage for Families after they are adopted, to see if there is an opportunity for a fit. It is important to note that there is some appetite on the committee to register, so this matter will be pursued further, including during the next committee meeting.
- There are currently no APs for Policy 303 – *Framework for Enhancing Student Learning*. Those APs will be brought to the April committee meeting.
- Items listed below under Future Topics have been shifted from today's consideration for first reading in order to make room for Policies 502 and 617.
- The matter of whether or not appendices should be included in APs was discussed by the committee. Appendices could be considered a level below administrative procedures. This is a matter to consider going forward.
- In terms of climate change, the committee will continue to consider climate action as an element in policy development.

**2. Items Recommended to First Reading**

The committee discussed at length the following two policies:

- 502: *Field Experiences* – (with amendments from meeting)
- 617: *Selection and Assignment of Exempt Staff* – (with amendments from meeting)





SD69 QUALICUM

**Policy Committee of the Whole Report**  
**Tuesday, February 18, 2020**  
**Teaching & Learning Centre – Winchelsea Place**  
**1:00 p.m.**

- 3. Items Recommended to Second Reading**
  - 301 Living Wage
  - 303 Framework for Enhancing Student Learning
  - 503 Animals in Schools and Workplaces
  
- 4. Items Recommended to Third and Final Reading**
  - Bylaw 1: *Board of Education*
  - Bylaw 2: *Board Structure*
  - Bylaw 7: *Bylaw and Policy Development and Review*
  - Policy 7012: *Students' Right to Engage in Peaceful Protests*
  
- 5. Future Topics**
  - Policy 304: *School Closure, Consolidation or Reconfiguration*
  - Policy 302: *Cooperation of School and Learning Communities*
  
- 6. Next Meeting**
  - Monday, April 20 at Qualicum Commons



**Context:**

**The School District 69 Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. Field experiences support all of three of those priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.**

**Policy Statement**

The Board of Education of ~~School District 69 (Qualicum)~~ supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning **and core competencies**, and **which** expand on athletic, cultural, musical, linguistic, or other educational endeavours.

**Guiding Principles**

- 1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience. In order to limit our carbon footprint, field experiences will be held as close to School District 69 as possible, with due consideration to the positive value of the field experience balanced with concerns related to climate impact.**
- 2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:**
  - a) Student safety and security for all participants including students, staff, volunteers and the District;**
  - b) Curricular relevance and the appropriateness of the activity to the students' educational program;**
  - c) Ensuring that the experiences are effective, affordable and accessible to all students; and,**
  - d) In all cases 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.**
- 3. The Board assigns each Principal primary responsibility and authority to approve student field experiences, and to ensure that these experiences conform to Board policies and administrative procedures.**
- 4. The Board assigns the Superintendent or designate responsibility and authority to establish district practices and standards for the conduct of students during field experiences and provide approval for specified trip categories.**
- 5. The Board retains the right to review and give approval for experiences that are out of province. (including the continental United States) and extended off-continent studies (Category 4-5).**



**References**

- <https://curriculum.gov.bc.ca/competencies>
- *Administrative Procedure – Field Experiences (Trips)*
- *Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools*

**Adopted/Amended:**

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

DRAFT



### Purpose

The Board of Education of School District 69 (Qualicum) considers the purpose of field experiences is to enable students to participate in quality off-site learning activities that are:

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

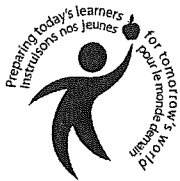
The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group, such as: a secondary Leadership Program, a grade 6/7 class, a group of international students, band or athletic team.

The Board believes it is of paramount importance that student field experiences are selected, planned, organized and conducted with consideration and care for **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 must 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 must should be held** as close to the district as is reasonable without compromising the quality of the experience.
3. **Planning for field experiences must shall take into consideration the climate impact of the activity and any related transportation, and efforts must shall be undertaken to minimize or offset those impacts.**
4. Eligibility criteria to participate in field experiences must be established **by the educator in charge of the field experience.**
5. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.
6. The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.
7. The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences.



Efforts to minimize costs to students/parents should be evident in all field experience planning.

8. All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.
9. All details of proposed field experiences must be clearly communicated to students and parents.
10. Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.
11. School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all School District 69 (Qualicum) Board policies and administrative procedures, **including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.**
12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
13. **For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes except with the approval of the Principal.**

#### **Responsibilities 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 non-prescription 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.

### 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, such as These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Examples could include French Immersion Grade 7 student exchange with a Quebec school and an international student trip to Seattle. Off-continent travel is to Category 5 – Extended Off-Continent Field Experiences

These comprise travel 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.

#### **Applying for Category 4 Field Trips**

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require Board approval in principle a minimum of eight months prior to travel, and final Board approval a minimum of four months prior to travel. 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. ~~Dangers that cannot be overlooked regardless of attention to risk and planning (such as~~ **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** issues with the policies and procedures of the Board.

### References

- *Board Policy 502 – Field Experiences (Trips)*
- *Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools*





SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

**Context**

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

**Policy Statement**

The Board of Education will expect and support exemplary recruitment, selection and assignment processes for exempt (non-union) leadership positions at both the district and school levels, with those processes entrusted to the Superintendent of Schools, except in the case of Superintendent recruitment which will be the purview of the Board.

**Guiding Principles**

1. Other than in the case of the Superintendent of Schools, where the Board of Education is to be responsible for the recruitment and selection process, the Superintendent is to be responsible for the recruitment and selection process of exempt management staff, for both the District and school levels. The Superintendent may delegate that authority.
2. The Board believes that selection and assignment of Principals and Vice-Principals as school and system leaders is a key determinant of school and district culture and success. Beyond the initial selection and assignment, it is understood that periodic changes of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole.
3. The Board believes in the importance of balancing district-wide need for consideration of reassignment of Principals and Vice-Principals with the need for stability in a school.
4. For district exempt staff, the Board expects that individuals will be hired who have the qualifications and demonstrated successful experience necessary to ensure high quality performance and a commitment to the District.
5. While the Board is not directly responsible for recruitment, selection and assignment of exempt leadership staff, the Board expects that the Superintendent will ensure that trustees are involved in processes as appropriate, and informed of vacancies, processes and outcomes of exempt staff selection processes.
6. The Board believes in the appropriate involvement of representatives from staff, students, parents and community in the recruitment and selection of exempt staff including Principals and Vice-Principals.
7. The Board expects that, where possible, recruitment and selection of exempt staff will be through thorough processes that include provincial and local advertising of vacancies.

**References**

- *The School Regulation*
- *The School Act*

**Adopted/Amended:**

Adopted:

Amended:



## Purpose

These administrative procedures are designed to support Policy 617, Recruitment and Retention of Exempt Leadership Staff, including as stated in the context of the policy:

*The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.*

The procedures for selection and assignment of exempt staff will be as follows:

### Selection of the Superintendent of Schools/Chief Executive Officer:

1. A committee composed of all available Board members and chaired by the Board Chairperson will meet with the Director of Human Resources to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.
2. The Board will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. The Board has the right to interview a single candidate, either internally or from outside the District, if it so chooses, and may do so privately or with involvement of representatives of management and partner groups.
4. Should the Board choose to advertise the position, it will be advertised locally, provincially, and nationally using services including Make a Future.
5. The Board may choose to hire a consultant to assist in the recruitment and selection process.
6. Nothing in this administrative procedure precludes the Board from using whatever process it believes will best serve its purpose in selecting a Superintendent.

### Selection of District Senior Leaders

This section applies to members of the district senior leadership team (Associate or Assistant Superintendent, Secretary Treasurer, Director of Instruction, Assistant Secretary Treasurer, Director of Human Resources and General Manager of Operations).

*For the remainder of this set of procedures, it is understood that "Superintendent" means "Superintendent or designate."*

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and other members of the senior leadership team.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.



BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

- ~~3. With the approval of the Board, the Superintendent may choose to interview a single candidate, either internally or from outside the District, and may do so privately or with involvement of representatives of management and partner groups.~~
- 3. Should the Superintendent choose to advertise the position, Vacant senior leadership positions will normally be advertised locally, provincially, and nationally using services including Make a Future.**
- 4. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of up to four candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.**
- 5. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.**
- 6. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.**
- 7. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.**
- 8. The selection panel, chaired by the Superintendent and consisting of senior staff and the Trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.**
- 9. From time to time, the Superintendent may create a short-term position and fill that position without the full process as described herein.**

**Selection of Other District Exempt Staff:**

- 1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and members of senior staff as appropriate.**
- 2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.**
- 3. The Superintendent will ensure that a full and appropriate selection process is undertaken specific to the position being filled.**
- 4. The Board of Education will be apprised of the selection process and invited to participate as it sees fit, then will be informed of the selection decision when it is made.**



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SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

**Selection of Principals and Vice-Principals**

1. Each year, as part of personal and professional growth planning, Principals and Vice-Principals will discuss their current assignments and future plans with the Superintendent and, as appropriate, other members of the senior leadership team.
2. Each year, prior to February 15, each Principal and Vice-Principal will submit to the Superintendent a completed Principal and Vice-Principal Placement Preference Form (Appendix 1) indicating preferences for assignment for the following school year. Each Principal and Vice-Principal will be invited to meet with the Superintendent and members of senior staff as they see fit. It is understood that as part of career planning, Principals and Vice-Principals intending to retire at the end of the school year will make those intentions known confidentially to the Superintendent by January 31 of that year.
3. As they become known, vacancies will be considered opportunities for re-assignments of Principals or Vice-Principals. This may include, in rare cases based on experience and qualifications, assigning a Vice-Principal to a principalship or, as necessary assigning of a Principal to a vice-principalship as necessary, either of which will be in accordance with that person's contract of employment.
4. Principals and Vice-Principals will be consulted as early as possible in any consideration of their reassignment, in order to allow full consideration of options and implications. As well, where a Vice-Principal vacancy occurs, the Principal of the school may be consulted in regard to the needs of the school.
5. From time to time the Superintendent may work through a recruitment and selection process to establish a principal and/or a vice-principal pool. Where such a pool exists the Superintendent may assign someone from the relevant pool to a pending vacancy.
6. The Board will be informed of any re-assignments of Principals and Vice-Principals, including any assignments from the Principal or Vice-Principal pool.
7. After any re-assignments have been affected, vacancies will be declared which will require a selection process as described below, with the successful applicant being offered a position with the district, with initial assignment to a particular setting.
8. Principal vacancies will be advertised internally and externally. Vice-Principal vacancies will be advertised internally and, at the discretion of the Superintendent, externally.
9. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
10. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
11. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.



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12. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
13. The selection panel, chaired by the Superintendent and consisting of senior staff and the trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
14. Principal and vice-principal assignments will normally start with three-year term assignments with evaluation in the second year of the assignment in keeping with the terms of the contract of employment. The assignment will be convertible to continuing after year three at the discretion of the Superintendent.
15. From time to time, the Superintendent may create a short-term principal or vice-principal position and fill that position without the full process as described above.

**Administrative Staffing Plan**

The Superintendent will, each spring, present an Annual Administrative Staffing Plan to the Board of Education outlining the principal/vice-principal assignments for the upcoming school year.

DRAFT

School District 69 (Qualicum)

APPENDIX 1

PRINCIPAL & VICE-PRINCIPAL PLACEMENT PREFERENCE FORM FOR \_\_\_\_\_  
(school year)

Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Present School: \_\_\_\_\_

# years: \_\_\_\_\_

Previous School and Position: \_\_\_\_\_

# years: \_\_\_\_\_

**A. Request to Remain in Current Assignment:**

\_\_\_\_\_ I am requesting that I remain in my present assignment for the following reason:  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**B. Request for Reassignment:**

\_\_\_\_\_ I am requesting consideration of reassignment as follows (include locations and reasons):  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**C. Willingness to be Reassigned:**

\_\_\_\_\_ While I have not requested reassignment, I would be willing to discuss options including:  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**D. Retirement: If you are planning to retire in the near future it is helpful for us to know that, for our long range planning:**

\_\_\_\_\_ I am considering retiring within the next year or two

\_\_\_\_\_ I am considering retiring within the next five years

Comments (optional): \_\_\_\_\_

Return to the Superintendent by mid February (in person if a meeting is requested).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Context:**

~~The Board strives to be a responsible and just employer in the Oceanside area. Paying a living wage on an hourly basis is a way to express these values. The Board recognizes that there are many part-time, seasonal and replacement workers whose annual School District salaries may be less than the extrapolated hourly rate based on full-time employment. The Board is also clear that many families do not conform to the traditional model which underpins the hourly wage calculation model identified by the Living Wage For Families Campaign. Central to the Living Wage framework is the understanding that not all of the onus should be on employers when it comes to ensuring the well-being of citizens, but rather, that individual citizens, governments and communities also bear responsibility in that regard.~~

**Policy Statement:**

This Policy is to ensure that all School District 69 (Qualicum) staff, and service providers, **students, and sub-contractors** to our School District who work on School District premises for a specified period of time earn, at a minimum, an hourly *Living Wage* based on calculations which are congruent with the methodology developed by the *Living Wage For Families Campaign*.

**Guiding Principles:**

1. The Board of Education of School District 69 (Qualicum) believes that it is important to demonstrate social responsibility through actions that have a positive impact on our community, our staff and the people we serve.
2. The Board of Education believes that families should earn an **hourly rate** income sufficient for them to pay for the basic necessities of life so that they can live with dignity and participate as active members of our communities.
3. As a responsible employer, the Board of Education recognizes that paying a **Living Wage** constitutes a critical investment in the well-being of our staff and the broader community.



**Definitions:**

1. Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.
  
2. Living Wage is defined as the hourly rate of pay that enables wage-earners living in a **family (2 parents and 2 children)** household to:
  - a) Feed, clothe and provide shelter **(based on rental rates)** for their family
  - b) Promote healthy child development **(child care expenses)**
  - c) Participate in activities that are an ordinary element of life in the community
  - d) Avoid the chronic stress associated with living in poverty
  - e) **Small savings to be used in emergencies.**

**Living wage does not include:**

- a) **Debt or credit card repayment**
  - b) **Any significant savings (for example to provide a downpayment for a house or to send a student to university)**
  - c) **Recreation or entertainment costs beyond that needed for physical and emotional health.**
  - d) **Care of an ill, disabled or aged family member.**
3. **Premises are all District-owned premises, roadways, and grounds.**
  4. **Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.**
  5. **Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).**

**References:**

- <http://www.livingwageforfamilies.ca>
- *Living Wage - Administrative Procedure*

**Adopted/Amended:**

Adopted: 15.11.24

Amended: 18.08.27 (Renumbered/Reviewed)





**Objectives:**

~~This Policy is designed to ensure that all School District 69 (Qualicum) Staff and Service Providers to our School District who work on School District 69 (Qualicum) premises or lands, for a specified period of time, will earn, at a minimum, a Living Wage.~~

**Definitions Move definitions to policy per new policy template that includes definitions**

~~District is School District 69 (Qualicum)~~

~~Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.~~

~~Living Wage is the hourly rate of pay that enables wage earners living in a household to:~~

- ~~a. Feed, clothe, and provide shelter for their family~~
- ~~b. Promote healthy child development~~
- ~~c. Participate in activities that are an ordinary element of life in the community~~
- ~~d. Avoid the chronic stress of living in poverty~~

~~This hourly rate is calculated on the living expenses of a family of four with two children aged 4 and 7, with both parents working full-time (35 hours/week).~~

~~Premises are all District-owned premises, roadways, and grounds.~~

~~Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.~~

~~Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).~~

**Implementation, Compliance and Enforcement Communication:**

- ~~1. The District will implement this Living Wage Policy effective January 1, 2016. Existing contracts still in force at the time of implementation will be grandfathered until such time as the contract expires or is renegotiated, whichever comes first.~~
  1. The living wage will be calculated set annually by staff based on the methodology developed by the Living Wage for Families Campaign ([www.livingwageforfamilies.ca](http://www.livingwageforfamilies.ca)), as noted above.
2. This policy will encompass all district employees, service providers and sub-contractor employees with the following exclusions:
  - a. Students seeking work experience credits for educational purposes;
  - b. Volunteers; and,
  - c. Employees of organizations (for profit or not-for-profit) that lease space/property from the district.



3. The district, as a living wage employer, will ensure all staff are paid no less than the living wage as established in the year of ratifying of any of the district's collective agreements with its unions. The district will not open up any existing collective agreement during its existence to adjust hourly rates in the event those hourly rates dip below the living wage for that year. For example, if in year 2 of a 3-year agreement an employee's hourly rate falls below the living wage hourly rate for that present year, no alteration to the collective agreement will be considered.
4. The District has established the following criteria to determine a service provider's or sub-contractor's eligibility under the Living Wage Policy.
  - a. An employee of a service provider or of its sub-contractor must perform services physically on district premises.
  - b. Work must last longer than one continuous hour per occasion.
5. The district requires all service providers and sub-contractors, whose services fall within the parameters established within this policy, to be compliant for the duration of their contract with the district. ~~Any existing contracts that are in place at the time of inception of this Policy will not require immediate compliance should their wage rates be lower than that established Living Wage rate. However, a contract will require compliance at time of renewal.~~
6. The district will incorporate into all of its competitive bid documents (invitations to tender, requests for proposal, quotes, etc.) a sample declaration to be signed as part of the service provider's contract with the district. ~~A Sample Declaration is attached.~~
7. The district will enforce the policy by performing audits of its service providers and sub-contractors when notification of non-compliance is received by the district. Non-compliance may result in the cancellation of the contract at the discretion of the district.

*Reference:*

- *Board Policy 301: Living Wage*



**Preamble Context:**

The Board of Education recognizes that animals have a place in schools and workplaces under certain conditions. Animals brought to schools for educational reasons, including as examples service or police dogs, can provide valuable learning opportunities for children if the animals are properly cared for and controlled, and if parents have provided informed consent. As well, small classroom pets provide children with opportunities to develop empathy and learn about the care of animals.

Beyond educational purposes for having animals in schools and workplaces, assistance dogs, including guide dogs or service dogs, should also be welcomed in schools and workplaces as approved supports for children or staff members. Additionally, therapy dogs, when accompanied by handlers, can provide supports in schools and workplace in areas such as reducing anxiety or providing emotional support. There may also be times when handlers or dogs undergoing training are welcomed in schools and workplaces.

**Policy Statement:**

The Board of Education supports animals being in schools and workplaces for educational purposes, or as certified service or guide dogs, or as therapy dogs if accompanied by a handler, on the understanding that parents and staff have provided informed consent and the presence of the animal has been approved by administration.

**Guiding Principles**

The Board of Education believes that animals should be welcomed in schools for the purposes of education as it related to curriculum, core competencies, and social-emotional learning.

The Board recognizes and values the benefits that assistance dogs and therapy dogs bring to assisting children and adults with their daily living activities and is committed to considering applications for staff and students who would benefit.

The Board believes that the presence of animals in schools must be predicated on parents providing informed consent, and on ensuring that allergies are attended to as a priority where those allergies might relate to animals in schools.



## Definitions

*Assistance dogs* - Also known as guide dogs and service dogs, assistance dogs have been trained to assist individuals with specific tasks pertaining to a visible or non-visible disability, such as epilepsy, diabetes, post-traumatic stress disorder or visual impairment. These dogs may be approved when a student or an employee requires such use in order to have equal access to the services, programs or activities offered by the school and when the School District's criteria have been met to the satisfaction of the Board of Education.

*Therapy dogs* - Interactive dogs trained to work for a handler to provide service and comfort to people. The presence of a therapy dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues. Their responsibilities are to provide physiological support to individuals other than their handlers. These dogs do not have the same access rights as guide dogs and service dogs and are organized by the School District at the discretion of the Senior Leadership Team on a case by case basis.

Other animals that are not a therapy dog, service dog or guide dog, will be subject to the School District's Administrative Procedure for Animals in the School and workplace.

*Handler*- The person that was part of the training process for a particular dog.

*Therapy Dog Team* - A handler and dog team that has successfully passed the tests and monitored visits necessary to work with children and adults, through a recognized therapy dog organization such as St. John's Ambulance or PADs.

## References:

- British Columbia Guide Dog and Service Dog Act

## Adopted/Amended:

Adopted: 85.04.17 (Original Policy)

Amended: 86.07.27: 88.11.23: 90.03.28: 91.09.10: 05.01.25: 17.01.24



**Application of the Policy: Educational Purposes in Schools**

1. Staff shall not bring their own household pets into district schools except for educational purposes as approved by the Principal.
2. Educational purposes for the presence of animals in schools may include:
  - a. as subjects for observation and data gathering on body characteristics, habits, movement, feeding behaviour, instinctive reactions;
  - b. talking and writing stories about animals to support language development;
  - c. supporting the development and learning of a sense of responsibility, kindness and concern for other living beings; and,
  - d. supporting the development and learning of a healthy respect for animals in our local environment.

3. The Principal shall approve all animals that are brought into the schools for educational purposes.

~~When animals are to be kept in the classroom teachers shall ascertain that:~~

- ~~a. students and school personnel are not allergic to their presence;~~
- ~~b. the animals are free from any diseases or body parasites;~~
- ~~c. the animals will present no physical danger to students; and,~~
- ~~d. students will be instructed in the proper care and handling of the animal.~~

4. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
  - a. students and school personnel may be afraid of or allergic to that type of animal must be accommodated to the extent necessary;
  - b. animals must be in good health, free of disease with no tendencies to bite or scratch;
  - c. the owner of the animal must show proof of current records, including vaccinations or training where relevant;
  - d. the teacher bringing the animal into the school must know the past history of the animal;
  - e. the animal must not present aggressive behaviour towards students or employees;
  - f. parents must be informed prior to an animal visiting the school; and,
  - g. parents must be invited to express any concerns to the teacher and the principal, and those concerns must be attended to in reasonable ways.



5. **Animals shall not roam freely in the school. An animal brought into the school for a visit must be leashed and/or under the control of a responsible adult or housed in a suitable, sanitary enclosure appropriate to the size and characteristics of the animal.**
6. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
7. **Only relatively small animals which are easily confined or caged, maintained and handled may be kept in the classroom, such as tropical fish and small mammals.**
8. **Larger animals such as dogs and cats may not be kept in the school building beyond regular school hours and only for the purposes defined in the policy.**
9. Animals will not be left in schools during holiday periods, and, where practicable, teachers responsible will make arrangements for their care in other locations.
10. **Teachers will ensure that any student who assists with the care of the animal in the classroom:**
  - a. **is properly trained by the teacher; and,**
  - b. **is under on-site supervision by the teacher with the teacher present but not necessarily constantly viewing the activity.**
11. **If in the opinion of the principal, animal hygiene becomes a factor, approval to keep the animal in the school is withdrawn and the animal must be taken from the school at the end of the school day.**
12. **If conditions change (animal, student, environment) withdrawal of the animal can be made at the discretion of the principal.**

**Application of the Policy: Therapy Dogs**

13. **The principal will initiate the use of therapy dogs and their handlers in schools, in conjunction with the Senior Leadership Team, to provide service and comfort to staff and students during specific events, such as a crisis response.**
14. **A schedule for ongoing visits must be detailed in a document provided by the therapy dog organization and subject to the approval of all the principal or the workplace supervisor prior to commencing visits. Approval must be provided, then renewed each school year or whenever the handler wishes to use a different therapy dog.**



15. The Principal of the school has the authority to end any arrangements pertaining to the use of therapy dogs at any time at their discretion.
16. Handlers of therapy dogs will be required to provide proof of liability insurance.

**Application of the Policy: Assistance (Guide or Service) Dogs**

17. A student or employee may be eligible to receive the support of an assistance dog if they have an identified medical condition, as defined by the British Columbia Ministry of Education or the BC Guide Dogs and Service Dogs Act.
18. The assistance dog must be trained and certified by a training school accredited by either or both the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI) or certified by the Justice Institute of British Columbia. In any and all cases, the dog / team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card. The School District may also consider applications for dogs that are currently undergoing training to become certified.
19. The introduction of the assistance dog or therapy dog to the school community must not create barriers to students' learning or disrupt their regular job duties.
20. The student or employee requesting an assistance dog must be capable of maintain control of the dog at all times;
21. Employees must submit requests for an assistance dog to the Director of Human Resources or designate. Parents or guardians of a student requiring an assistance dog must submit their request to the principal.
22. Certified assistance (service or guide) dogs brought onto school district property as part of a medical accommodation will be covered by the district's insurance policy.
23. Information to be included in a request for an assistance dog is as follows:
  - a. a letter requesting an assistance dog to accompany them to work or school, as well as an overview of the benefits of having an assistance dog attend school / work;
  - b. a letter of recommendation from a doctor confirming the presence of a recognized disability or special need, as well as a recommendation for the use of an assistance dog;



- c. a Certificate of Training for the assistance dog from the appropriate agency;
- d. veterinary records as evidence that the dog is in good health;
- e. BC Guide Dog and Assistance Dog Provincial ID Card where applicable;
- f. details of arrangements for the personal care and physical needs of the assistance dog, including at least one bio-break per day and providing appropriate bedding and water bowl; and,
- g. details of an alternative dog handler for instances when the primary dog handler is absent.

### Responsibilities

#### 24. The School District will:

- a. support the principal or workplace supervisor in ensuring that the provisions of the policy and administrative procedure in place at all times;
- b. communicate the contents and requirements of the policy and administrative procedures to all employees annually;
- c. support the principal or workplace supervisor in ensuring that the use of any assistance dog is consistent with the accommodation needs of an employee or the documented needs of a student including as identified within an individual education plan;
- d. reserve the right to remove or exclude from school facilities or property any assistance dog / therapy for reasons it deems appropriate; and,
- e. Support the principal or workplace supervisor in ensuring that:
  - i. the purpose and function of an assistance or therapy dog are clearly connected to a need of a student or employee;
  - ii. within a school, parents of children who will be exposed to an assistance or therapy dog are informed of all of the details of the visit of the dog, and given an opportunity to express any concerns including in relation to allergies or fears;
  - iii. within a school, those concerns are accommodated as possible;
  - iv. therapy dogs are present only with handlers;
  - v. therapy or assistance dogs are provided with a visit to the school prior to students being present; and,
  - vi. arrangements for assistance or therapy dogs are documented.





25. The School Principal will:

- a. inform all staff members of the presence of an assistance dog or therapy dog;
- b. inform parents of the plans with regard to the dog and request that any concerns, including in relation to allergies and fears, be provided;
- c. inform the transportation department of any transportation requirements of an assistance dog;
- d. notify students and their parents of the arrival of the assistance/therapy dog, including an explanation of the purpose of the dog and arrangements that have been made;
- e. retain all letters regarding an assistance dog in the student's file;
- f. ensure that a poster is placed at each entrance to raise awareness of a working therapy dog / assistance dog in the school; and,
- g. restrict access for assistance or therapy dogs to certain parts of the school as necessary, including mechanical rooms, science labs, custodial rooms, food preparation areas, shops and other areas of risk to the animal, unless via a carefully considered necessary exemption to this restriction.

Reference:

- Board Policy 503: *Animals in Schools and Workplaces*

APPENDIX 1

THERAPY DOGS IN SCHOOLS CONSENT FORM

Name of School: \_\_\_\_\_

School District 69 has partnered with the therapy dog organization to provide a certified dog therapy team to visit your child's school.

The following service will be offered at your child's school:

- Children will be reading one-on-one to a dog therapy team to practice reading skills.
- Group visitation will occur with one or more dog therapy teams.
- Service Dog/Guide Dog:

Start Date of Activity: \_\_\_\_\_

Frequency of Activity: (single visit, weekly, school year, etc.): \_\_\_\_\_

-----  
*Please Complete below and return to school.*

**ACKNOWLEDGEMENT AND CONSENT**

I understand that the Handlers and dogs involved in this program are members of a therapy/guide dog organization that have been certified as Guidelines are in place for the safety of the participants as well as the safety of the teams performing the visits.

While every possible precaution is taken, accidents can and do happen, and occur without the fault of the participant, the school, SD 69, and/or the certified teams. By choosing to take part in this program, you are accepting the risk that you/your child may be injured. The chance of injuries or incident can be reduced by carefully following instructions at all times while engaged in visits.

**I consent to my / my child's participation in this program.**

Student Name (Print): \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Signature of Student (if 18 years of age or over): \_\_\_\_\_

**APPENDIX 2**  
**ASSISTANCE DOGS IN SCHOOLS**

**SAMPLE LETTER TO THE SCHOOL COMMUNITY**  
**(SCHOOL LETTERHEAD)**

Date

Dear Parent / Guardian:

This letter is to inform you that, effective (date), there will be a service dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

A service dog is a dog that has been trained to assist an individual with specific tasks pertaining to a visible or non-visible disability, such as epilepsy, diabetes, post-traumatic stress disorder or a mobility limitation.

(Name of dog) is a highly trained and fully certified service dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the service dog.

If you have any specific concerns regarding the presence of the therapy dog in the school, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Education

### APPENDIX 3

#### SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES) (SCHOOL LETTERHEAD)

Date

Dear Parent / Guardian:

This letter is to inform you that a therapy dog will be present in your child's class on (date).

Therapy dogs are interactive dogs trained to work for a Handler to provide service and comfort to people. The presence of a therapy dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

There will be information sessions at the school and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the service dog/therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Education

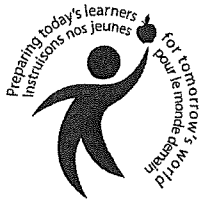


SD69 QUALICUM

# NOTICE:

There is a working  
**THERAPY/ASSISTANCE DOG**  
in this school today.





## FRAMEWORK FOR ENHANCING STUDENT LEARNING

(Page 1 of 1)

**Context:**

The Board of Education recognizes its **primary** responsibility to work ~~together~~ with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building **at the school and district level, in accordance with the Enhancing Student Learning Framework of the Ministry of Education and** through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

**Policy Statement:**

The Framework for Enhancing Student Learning **is to:**

- 1. is to Be** grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- 2. is to b B**ring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
- 3. is to Be** designed to be meaningful, impactful, flexible, realistic, and sustainable.
- 4. is to a A**ddress differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs.
- 5. is to b B**e strength, support-, evidence-, and results-based.
- 6. is to r R**eflect a system-wide commitment to continuous improvement and life-long learning.
- 7. is to r R**eflect our local context.
- 8. is to utilize U**se existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- 9. is to b B**uild public confidence in our work as a District.

**Guiding Principles:**

This framework reflects a **Board belief in** public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in ***Statement of Education Policy Order*** (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).

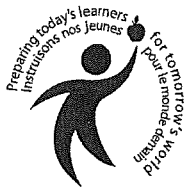
~~This framework replaces previous mandatory planning, reporting and accountability requirements, specifically Achievement Contracts, Superintendents' Reports on Student Achievement, School Planning Councils and the work of Superintendents of Achievement.~~

**References:**

- *The School Act (Sections 8.3 and 81)*
- *Statement of Education Policy Order – OIC 1280/89*
- **Ministry of Education (BC) Enhancing Student Learning Framework**

**Adopted/Amended:**

- Adopted: 16.03.08 (*Replaces Board Policy 3030: School Planning Councils (SPC's)*)  
Amended: 19.08.27 (*Renumbered/Reviewed*)



TRUSTEE ELECTIONS BOARD OF EDUCATION

(Page 1 of 8)

**PURPOSE**

A bylaw to provide for the determination of various procedures for the conduct of general school elections, and other trustee elections, outline board role, trustee role and code of ethics.

**I. ELECTION OF TRUSTEES:**

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

In School District No. 69 (Qualicum), under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of School District No. 69 (Qualicum):

<u>No. of Trustees to be elected.</u>	<u>Electoral Areas to be represented</u>
1	E of the Regional District of Nanaimo, District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach and E of the Regional District of Powell River <b>(Lasqueti Island)</b>
1	H of the Regional District of Nanaimo

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

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

**1. Definitions**

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

"Election" means a trustee election.

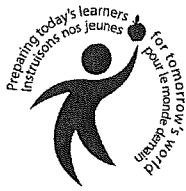
"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

**2. Application**

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

**3. Resolution of Tie Votes after Judicial Recount**

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



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

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

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

5. **Additional Advance Voting Opportunities**

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

6. **Additional General Voting Opportunities**

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

7. **Special Voting Opportunities**

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

8. **Public Access to Election Documents**

The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 69 (Qualicum) until 30 days after declaration of the election results.





TRUSTEE ELECTIONS BOARD OF EDUCATION

(Page 3 of 8)

**9. Public Access to Election Documents Cont.**

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum **Beach**, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 69 (Qualicum) until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum **Beach**, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.

**II) BOARD ROLE:**

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

**SPECIFIC AREAS OF RESPONSIBILITY**

**1. Accountability to Governments**

**The Board shall:**

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

**2. Accountability to and Engagement of Community**

**The Board shall:**

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



2.7 Model a culture consistent with district values.

3. Planning

The Board shall:

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

4. Policy

The Board shall:

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

5. Board/Superintendent Relations

The Board shall:

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

6. Political Advocacy

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.



- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public
7. Board Development  
The Board shall:
- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.
8. Fiscal Accountability  
The Board shall:
- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)
9. Selected Responsibilities
- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

III) ROLE OF THE TRUSTEE:

Date of Initial Board Approval: January 1999

Amendments: August 2002, October 2005, September 2008, May 2014



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

Specific Responsibilities:

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy 6005: *Resolution of Concerns*.
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.



12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

IV) TRUSTEE CODE OF ETHICS:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
  - 9.1 A commitment to collaborative decision-making
  - 9.2 A commitment to doing the homework and sharing responsibility
  - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
  - 9.3 A commitment to put the good of the school system before individual political agendas
  - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs



TRUSTEE ELECTIONS BOARD OF EDUCATION

(Page 8 of 8)

V. TITLE

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

Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

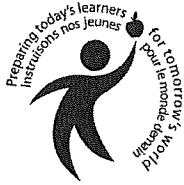
Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

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

DRAFT 19.11.19



## PURPOSE

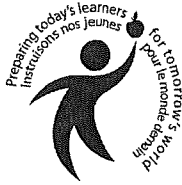
A bylaw to provide for the various procedures and conduct of meetings. set out processes for inaugural meetings, election of the chairperson and vice chairperson, appointment of trustee representatives, trustee remuneration, and duties of the chairperson and presiding officers.

### I. INAUGURAL MEETINGS

1. In an election year, ~~the~~ Inaugural Meeting of the Board of Education, ~~in each year following Trustee Elections,~~ shall be held on the first Monday after November 1.
2. The Chairperson of the Inaugural Meeting shall be the Secretary Treasurer until such time as the Chairperson of the Board has been elected.
3. Election of the Chairperson shall be in accordance with the procedures outlined in Section II.
4. The interim Chairperson shall announce the results of the trustee elections prior to the swearing-in ceremonies.
5. The Swearing of Oaths and the taking of Declarations shall be done by the Secretary Treasurer, or by a Judge of a Court of Record or by a Justice.
6. The interim Chairperson shall call for nominations for Chairperson of the Board by ballot and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, the person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present. This process will continue until a chairperson is elected.
7. Following the election of the Chairperson of the Board the order of business shall be:
  - a. Election of a Vice Chairperson of the Board
  - b. Motion to destroy the nomination and election ballots
  - c. Passage of Banking Resolutions
  - d. Discussion of Committee and Representative Appointments
8. The election of Vice Chairperson shall follow the same procedure as that for the Chairperson.

### II. ANNUAL ELECTION OF CHAIRPERSON & VICE CHAIRPERSON OF THE BOARD (non-election years)

1. The Chairperson and the Vice Chairperson shall be elected for a term of one year commencing September 1<sup>st</sup> of each year, except in election years.



The election shall be held at the Regular Board Meeting held in August of each year, except in election years. In an election year, the Chairperson and Vice Chairperson terms will extend up to the trustee elections.

2. Until the Board Chairperson is elected, the Interim Chairperson of the meeting shall be the Secretary Treasurer.
3. The interim Chairperson shall call for nominations by ballot for Chairperson of the Board and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, that person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present. This process will continue until a chairperson is elected.
4. Following the election of Chairperson of the Board, the order of business shall be:
  - a. Election of Vice Chairperson of the Board;
  - b. Passage of Banking Resolutions.
  - c. Discussion of Committee and Representative Appointments.
5. The election of the Vice Chairperson of the Board shall follow the same procedure as that for the Chairperson of the Board.

Reference: Section 67 of the *School Act*

### III. APPOINTMENT OF TRUSTEE REPRESENTATIVES

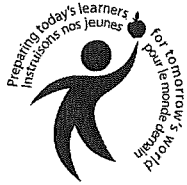
The Chairperson of the Board of Education shall annually appoint Trustee Representatives to External and District Internal Committees.

Trustee representation and participation on committees shall be approved by the Board of Education.

### IV. TRUSTEE REMUNERATION

1. Trustee Remuneration will be established as follows:
  - In the first year of the term the remuneration will be the previous year's Provincial Average Trustee Remuneration as established by BCSTA
  - In all subsequent years of a term, the remuneration will be increased by the Consumer Price Index of the previous calendar year
2. ~~Each Trustee shall receive an annual remuneration of which two thirds is paid as remuneration and one third is paid as an expense allowance. The remuneration and expense allowance shall be paid on a monthly basis.~~





SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD BYLAW 2

BOARD STRUCTURE

(Page 3 of 3)

- 2.3. The Chairperson shall receive an additional 20% of the base Trustee Remuneration. The Vice-Chairperson will receive an additional 10% of the base Trustee Remuneration.
- 3.4. Each Board, during budget deliberations in the fourth year of its term, shall review the Trustees' Remuneration and make any adjustments the Board deems appropriate. **Such changes will be effective as of the election of the new Board.**

V. CHAIRPERSON AND PRESIDING OFFICERS

- 1. The Chairperson shall preside at all meetings of the Board, shall perform all duties imposed by the statutes and shall perform such other duties as may be prescribed by law or by action of the Ministry of Education.
- 2. The Vice Chairperson shall have the powers and duties of the Chairperson, in the Chairperson's absence or during the Chairperson's disability, and such other powers and duties as the Board may from time to time determine.
- 3. In the event that neither the Chairperson nor the Vice Chairperson is able or willing to take the Chair the presiding officer shall be such person as the Board may elect for that meeting.
- 4. The presiding officer shall rule on all points of order and shall state reasons and the authority for ruling when making a ruling.

A Board member shall have the right to appeal the presiding officer's ruling.

An appeal may only be requested immediately after a ruling and before resumption of business.

VI. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board Structure Bylaw No. 2."

Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

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

## BYLAW AND POLICY DEVELOPMENT AND REVIEW

Page 1 of 3

**PURPOSE**

The Board of Education believes that one of its major responsibilities is to provide leadership in education through setting Policy/By-law in accordance with both local circumstances and provincial directions. The Board's objective in establishing policy is to provide direction and guidance in the operation of the School District and its schools. Policy will generally be broad enough to allow discretionary action, yet specific enough to provide clear direction to those responsible for implementing policy decisions of the Board. ~~and the opportunity for the The Superintendent will be responsible for the development of to exercise professional judgement in the administration ( Administrative Procedures that accompany Board policies.)~~ of the District.

It shall be the Board's **practice** policy to follow a specific process of policy making, the aim being not only to ensure the best possible results but also to encourage all appropriate participation by ~~our professional staff~~ **all staff, representatives of partner groups**, and the community, ~~thereby contributing to the successful implementation of most policies.~~ The Board will ensure that its Bylaws and Policies will be accessible to all **staff, its partners and other citizens** in the community.

**In consideration of the development of or amendments to bylaws and policies:**

1. The Board of Education is responsible for establishing bylaws and policy to guide those employees to whom the Board delegates specific and general administrative and management duties.
2. **Development of or amendments to bylaws and policies shall be within the oversight of the Board's Standing Policy Committee of the Whole, which will deliberate in public and with the involvement of advisors the committee. Recommendations will flow from the committee to the Board as part of the Board's monthly public Board meetings.**
3. **Bylaws and policies will be developed in keeping with the definitions below.**
4. **Bylaws and Administrative Procedures will be formatted according to need. Policies will be formatted with the following headings:**
  - Context (preamble, whereas statement)**
  - Policy Statement (clear statement of action or intent)**
  - Guiding Principles (board beliefs)**
  - Definitions**
  - References (statutory, policy, contractual)**
  - Dates of Adoption/Amendment**
5. Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw, by resolution or by Board Policy.

BYLAW AND POLICY DEVELOPMENT AND REVIEW



6. The formal adoption of bylaws and policies shall be by three readings of the Board and recorded in the minutes. Only those written statements so adopted and recorded shall be regarded as official Board Policy. The Board is committed to a consistent, open and fair process for the development of policy prior to, and accompanying, the three readings required for adoption.
7. The formal adoption of bylaws of the Board shall be by three distinct readings. The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting.
8. Policies may be proposed for adoption, revision or appeal by any member of the board, staff member, student, parent or member of the community, by utilizing the worksheets for "New Policy Development" or for "Request for Policy Revision" attached to this Bylaw.
- ~~9. In the spirit of collaboration the Board Policy Committee will review with the Policy Advisory Committee (stakeholder representatives) all policy and procedures work.~~
9. When appropriate, the Superintendent shall seek legal advice on the intent and wording of the policy.
10. The Board may request the Superintendent to change an administrative procedure to Board Policy and will provide the rationale for same.
11. The Superintendent must inform the Board of any changes to administrative procedures.
12. The Board may also repeal a Policy and subsequently delegate, to the Superintendent, authority over this area. The Superintendent may choose to then develop an Administrative Procedure relative to this matter.
13. The Board shall review each policy biannually every Board term (four years).

**GUIDING PRINCIPLES**

When a proposed bylaw, policy or administrative procedure is being developed or reviewed, the following questions shall be considered:

1. What is the intent or rationale?
2. What is the impact on students and their families?
3. Is there consistency with Board philosophy, mission statement, goals and objective? **if not, why not?**
4. **How will consistency with other policies, regulations, bylaws or legislation be ensured?**
5. **In what ways** is the issue of significance or of general public concern?



BYLAW AND POLICY DEVELOPMENT AND REVIEW

- 6. Is the policy or regulation written in concise and easily understood language? If not, what could be changed?
- 7. What, if any, are there the financial considerations?
- 8. What, if any, are the legal implications?

**DEFINITIONS**

**Bylaw:** A rule or set of rules that defines the operation of an organization and that establishes governance of the internal affairs of the organization.

**Policy:** A set of rules that both describe and prescribe what will be expected in particular situations that are within the requirements of an organization.

**Administrative Procedures:** A set or system of rules that govern the procedures for managing an organization. These procedures are meant to establish efficiency, consistency, responsibility, and accountability

**STATUTORY REFERENCES:** School Act : Sections 65(4), 68(1), 68(4), and 85(2)

**TITLE**

This bylaw may be cited as "School District No.69 (Qualicum) Bylaw and Policy Development and Review Bylaw No.7."

Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

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



**STUDENTS' RIGHT TO ENGAGE IN PEACEFUL PROTESTS**

**Context:**

The Board recognizes international law through the **United Nations** Declaration of Human Rights (1948 Article 19) which guarantees the right to freedom of expression, The Canadian Bill of Rights (1960 Section 1 d) which guarantees freedom of speech and the Canadian Charter of Rights and Freedoms (1981 Fundamental Freedoms section c) which guarantees freedom of peaceful assembly.

**Policy Statement:**

1. The Board of Education supports the efforts of students to engage in **organized, purposeful** peaceful protests, **including during school time**, on issues of importance to them **recognized local, regional or global significance** as part of their learning experience.
2. **Students will not be penalized for participating in peaceful protests as long as these protests are held in accordance with this policy and its administrative procedure.**
3. **Students will be responsible for ensuring that missed school work is made up with support from teachers.**

**Guiding Principles:**

1. The Board of Education believes in the right to freedom of expression, speech and peaceful assembly.
2. The Board believes in the right of people to disagree with **Governing** bodies and to exercise that disagreement through peaceful protest.
3. **The Board expects that student protests will be held in ways that are safe and appropriate as learning experiences within a participatory democracy, which includes the students understanding the balance of rights and responsibilities as citizens in exercising their Charter rights.**

**Definitions:**

**References:**

- Declaration of Human Rights (United Nations 1948)
- The Canadian Bill of Rights (1960)
- Canadian Charter of Rights and Freedoms (1981)

**Adopted/Amended:**



**Finance & Operations Committee of the Whole Report**  
**Monday, November 18, 2019**  
**Library – Qualicum Commons**  
**10:30 a.m.**

**Mandate:** *To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

**Attendees:**

Trustees Young (Chair), Kurland, Austin, and Godfrey  
Keven Elder, Superintendent  
Ron Amos, Secretary Treasurer  
Gillian Wilson, Associate Superintendent of Schools  
Chris Dempster, General Manager of Operations  
Debbie Comer, MATA President and Judith Stewart, MATA Representative  
Sherrie Brown, CUPE Local 3570 President  
Don Bold, District Principal, CEAP

**Presentation:**

None

**Project Updates:**

- PowerSchool (Atrieve)
  - Secretary Treasurer Amos provided a background of the project for new members of the committee. There is still work to be done for staff who hold two assignments in different locations and the reporting implications. It was shared that as individuals review the information captured within Atrieve, that they advise HR if the data is incorrect.
- Ballenas Track renewal
  - Trustee Young and Superintendent Elder gave a summary of the recent presentation to the RDN's Oceanside Services Committee. The presentation went well but still some work to be done to inform the Committee. There will be a letter from RDN requesting further information on the project.

**Items for Discussion**

- Childcare BC New Spaces Fund Application
  - Secretary Treasurer Amos provided background for the recent submission for a childcare space at Arrowview Elementary. The proposal was submitted in early December and is now in the review process with the Ministry. Last week the Ministry staff reached out to the District staff for clarifying information to which we responded. Further information included better understanding of the work of the Society, and expanding on how the programs would include the priorities of the Ministry's initiative, such as accessibility, indigenous services and young parents.
- Electric School Bus
  - Secretary Treasurer Amos and GM of Operations Dempster provided details to the Ministry's initiative to replace diesel buses with electric. It was shared that the Ministry is looking for purchase commitments from School Districts by the end of February. The cost for electric buses is about 3 times that of diesel buses, but the

Ministry of Energy and Mines is supported some of the difference with School Districts being asked to find the remaining. Depending on the class of bus the SD portion is between 75-95 K. There was general discussion on the merits of electric but also some limitations due to travel distances. Also discussed was the need for charging stations, with some costs covered by Ministry. With the Boards commitment to Climate Action and the establishing of an energy projects reserve, it was felt that the District could commit to the purchase of one electric bus for the 20/21 Capital year.

**Items for Recommendation:**

- 2019-20 Amended Budget
  - Secretary Treasurer Amos shared information on the December funding recalculation and the recently announced support staff labour settlement funds. Current cost pressures include exempt staff leaves, support staff, substitutes and homestay. The committee recommended the budget be forwarded to the Regular Board meeting recognizing that there are some minor adjustments to additional funds that will be reflected on the amended budget being adopted.

**INFORMATION ITEM**

- Budget Process Schedule
  - The Budget schedule was attached for information

**Future Topics:**

**Next Meeting Date/Location:**

- Tuesday, April 20 at 10:30; Qualicum Commons

**Outside Agency Report  
Island Health Open Board Meeting  
January 30 2020 2:30-4:30 PM  
Parksville Community and Conference Centre**

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Island Health Vision – *Excellent health care for everyone, everywhere, every time.*

Mandate – *Delivery of Health Care on Vancouver Island*

**Kathy MacNeil (CEO/President)**

Statistical Analysis of Services

Goals:

- Improve the experience of patients and employees.
- Improve the health care for all (barrier and stigma free health care)
- Ensure sustainability and increase health care value
- Primary care is moving to a more community-based approach (networks, use of nurse-practitioners, virtual care and keeping folks at home)

**Video and Presentation “Snaw-Naw-As Garden of Spiritual Health Initiative”**

Funding of a community garden through Island Health Community Wellness Grant.

Much more than a garden – increased pride, community connections, sharing of food uses, physical activity, teaching of cooking, food security and contributing to food bank.

**Paul Hassleback – Medical Health Officer**

“Island Health – Population Health and Wellness”

Embracing equity and compassion for a healthier Oceanside

Issues in Oceanside

- Demographics – wealthier seniors and poorer children.
- Lower income families live in areas that are more difficult to serve (transportation and out of the city and town centres).
- Harm reduction strategies are not accepted by all resulting in stigma for those dealing with mental ill-health or substance misuse

What needs to be done?

- Compassion as a guiding action for Island Health (Compassion Handbook)
- Develop a psychological “wound treatment” through trauma-informed practices
- Address and reduce structural stigma through community-based support

**Sharon Welch – Executive Director Forward House Community Society**

“Moving forward with Forward House.” Power Point Presentation

Vision – *Mental wellness for all*

Motto – *Compassion is the way forward*

- Forward House provides an accessible, safe, warm and dry place for psycho-social rehabilitation of those recovering from substance misuse or living with mental ill-health.
- 25 programs are offered each week to help participants live healthy.
- Since moving into a larger space in 2011ish number of people using the service has doubled. The new space has now been made accessible for those with physical challenges. Programs are now offered in Qualicum as well.
- In 2018, an outreach (street level) program was added and Forward House has programing at ORCA place. This year services will be offered in Nanoose.



**Dr. Mark Morris and Della Roberts – Palliative Care Network**

- The network is a part of the primary care continuum and supports patients who are dealing with frailty, organ failure and end of life care. They work with other agencies in Oceanside to do advance care planning, coordination, and access to specialists through using virtual technology.
- The network has 28 Family Doctors and 5 Nurse Practitioners as well as access to after hours nursing support via telephone.
- The goal of the program is to provide care in the home of the patient.

**Sherry Thompson – Treatment Pathways Oceanside**

“Working together to respond to the opiate overdose public health emergency.”

*Vision – to provide a health care system where no door is the wrong door.*

*Goals - to speed treatment and transition support; improve coordination of services and reduce stigma; and to provide peer support.*

- Currently considering expanding to include early intervention and more access to opiate agonist treatment eg. methadone.

*Submitted by Trustee R. Elaine Young*



## SCHOOL DISTRICT No.69 (QUALICUM)

February 19, 2020

Honourable Rob Fleming (via email)  
Minister of Education  
PO Box 9045 STN PROV GOVT  
Victoria, BC V8W 9E2

Honourable Carole James (via email)  
Minister of Finance  
PO Box 9048 STN PROV GOVT  
Victoria, BC V8W 9E2

Dear Minister Fleming and Minister James:

At its regular board meeting of January 28, 2020, the Board of Education of School District 69 (Qualicum) passed the following motion:

***THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Ministries of Education and Finance outlining our funding needs to adequately maintain our school district and support vulnerable learners, including a reliance on unstable revenue streams such as the International Student Program. The letter will request the provincial government adequately fund public education.*

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela

In a world where we are collectively looking to our youth to lead us into a new paradigm it is imperative that they are offered every opportunity to capitalize on an educational structure that fully supports the 'educated citizen' described within the Ministry mandate as follows: "The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy."

This is a high calling and we are up to the challenge. BC already offers a strong public educational system. But we must be alert and act proactively to protect and nurture those elements that are strong while addressing areas that need attention. As part of that commitment we need to ensure that we retain and attract the best teachers. One of the ways to do that is to ensure that we provide fair compensation which includes the provincial government fully funding negotiated settlements and cost of living increases. We also call on government to fully fund management salary costs as set by PSEC, including increases that are tied to teachers' negotiated increases.

There is an ever increasing burden on families in this province. With an average of 1 in 5 children living in poverty in BC the school system continues to stretch out its hand to over-loaded PACs to fill in the short-fall in funding. Though an infusion of dollars into new playground equipment and some school supplies has been greatly appreciated, PACs continue to fundraise endlessly to help stock their schools' libraries and teachers' classroom resources, and to provide much needed food programs.

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PO Box 430, 100 Jensen Ave. East, Parksville, B.C. V9P 2G5  
Phone (250) 248-4241 Fax (250) 248-5767 www.sd69.bc.ca

Many school districts have become dependent on revenue received through their International Students Programs. While these revenues should have been considered supplemental, they are being used to fund learning supports, and to provide additional teacher and EA time. The current threat of the coronavirus could be disastrous for some districts who depend on the additional revenue to simply provide basic necessities and fill funding gaps. We call on government to provide funding at a level that fully funds education without reliance on these additional and unreliable sources of funding.

Finally, and with respect, we call on government to commit to an assurance that the eventual implementation of a new funding model will not only ensure continuation of the levels of service that have become prevalent in our communities, but will create new opportunities through even higher levels of funding in years to come.

Sincerely,



Eve Flynn  
Board Chair

Copy: Board of Education (SD69)  
Dr. Keven Elder, Superintendent of Schools (SD69)  
Ron Amos, Secretary Treasurer (SD69)  
BC Boards of Education

File: 0530-01



February 14, 2020

Ref: 217454

Eve Flynn, Chair  
Board of Education  
School District No. 69 (Qualicum)  
Email: [eflynn@sd69.bc.ca](mailto:eflynn@sd69.bc.ca)

Dear Ms. Flynn:

Thank you for your letter of December 18, 2019, regarding the Foundation Skills Assessment (FSA) for French Immersion students.

The purpose of the FSA is to help schools, school districts, and the province evaluate how well students are achieving basic skills in reading, writing, and numeracy, and make plans to improve student learning.

As you indicated in your letter, the only students who write the FSA in French are those enrolled in the Conseil Scolaire Francophone de la Colombie-Britannique (School District No. 93). All other students, including French Immersion students, write the FSA in English. This aligns with British Columbia's approach to Grade 10 Graduation Assessments as well as the national and international assessments the province participates in.

The French version of the FSA is designed for students who speak French natively. The FSA tests foundation skills and is not designed to test students on the acquisition of a second language. In French Immersion, even though students are being taught knowledge and skills in all curricular areas, the emphasis is on second-language acquisition. In the case of Grade 7 students who are in Late French Immersion this is particularly true.

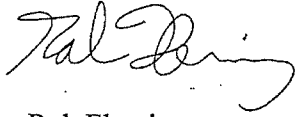
The decision to have French Immersion students write in English was taken after consultation with many stakeholder groups, including the British Columbia School Superintendents Association. Superintendents and Ministry of Education staff heard from parents of French Immersion students that, while they were comfortable their children were learning French, they wanted assurance their English skills were still on track. Over the past several years, the Ministry has tracked the performance of French Immersion students on the FSA and as a group, they have done better than their peers.

The current practice of having French Immersion students write in English will keep the FSA trend data intact. This also allows for linking analyses between provincial assessment and national/international assessments.

.../2

The FSA is one of many important aspects of supporting student success in British Columbia and I want to thank you for sharing your views on our provincial assessments.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming  
Minister