

TUESDAY, APRIL 28, 2020

3:00 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: March 10, 2020 p 1-6
- b. Ratification of In Camera Board Meeting Minutes: March 10, 2020 p 7
- c. Receipt of Ministry News
 - Tentative Agreement Reached between BCTF and BCPSA p 8
 - Taking steps to keep kids learning during in-class suspension p 9-11
 - Province helps essential service workers find child care p 12-15
 - BC brings in more emergency supports for Indigenous students p 16-17
 - Families throughout BC to benefit from enhanced digital library services p 18-19
 - Teachers find new, fun ways to connect with students during COVID-19 Pandemic p 20-21
 - More online options for students to support social, emotional well-being p 22-24
 - Technology loans giving more children the opportunity to learn at home p 25-26
 - Education assistants find new ways to help students p 27-28
 - Education leaders help students stay fed while in-class instruction suspended P 29-31
- d. Receipt of Status of Action Items – April 2020 p 32

Recommendation:

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

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

8. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

9. DISTRICT PARENTS ADVISORY COUNCIL

10. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

11. ACTION ITEMS

12. INFORMATION ITEMS

- a. **Education Update** (Gillian Wilson/Vivian Collyer)
- b. **Superintendent Update** (Keven Elder)

13. EDUCATION COMMITTEE OF THE WHOLE REPORT (Trustee Godfrey) p 33

14. POLICY COMMITTEE OF THE WHOLE REPORT (Trustee Young) p 34-35

- a. **Board Policy 302: Cooperation of School and Learning Communities** p 36-40
(previously numbered 3002)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 302: Cooperation of School and Learning Communities at its Regular Board Meeting of April 28, 2020.

- b. **Board Policy 304: School Closure, Consolidation or Reconfiguration** p 41-44
(previously numbered 3004)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* at its Regular Board Meeting of April 28, 2020.

- c. **Board Policy 502: Field Experiences (Trips)** p 45-51
(previously numbered 5020)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of April 28, 2020.

- d. **Board Policy 617: Selection and Assignment of Exempt Staff** p 52-57
(previously AP Only)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 617: *Selection and Assignment of Exempt Staff* and its attendant Administrative Procedure at its Regular Board Meeting of April 28, 2020.

- e. **Board Policy 301: Living Wage** (*previously numbered 3001*) p 58-61
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 301: *Living Wage* at its Regular Board Meeting of April 28, 2020.
- f. **Board Policy 503: Animals in Schools and Workplaces** (*previously AP only*) p 62-71
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 503: *Animals in Schools and Workplaces* at its Regular Board Meeting of April 28, 2020.
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (*Trustee Young*) p 72
- a. **Capital Plan Bylaw No. 2020/21-CPSD69-01** (*Ron Amos*) p 73-77
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.
- b. **Annual Facilities Grant Plan** (*Ron Amos*) p 78-79
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) receive the Annual Facilities Grant Plan as presented.
- c. **Letter Submitted by Parksville Lions Housing Society** (*Ron Amos*) p 80
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) direct staff to further explore and provide information to the Board related to the letter submitted by the Parksville Lions Housing Society.
16. **REPORTS FROM TRUSTEE REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT

REGULAR BOARD MEETING MINUTES

TUESDAY, MARCH 10, 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
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Vivian Collyer	Director of Instruction
Chris Dempster	General Manager of Operations
Brian Worthen	Principal, Bowser Elementary School Qualicum District Principals/Vice Principals' Association

Education Partners

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

1. CALL TO ORDER

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 shared 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

The motion to approve the 2020-2023 False Bay School Calendar was removed from the agenda.

20-31R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: February 25, 2020
- b. Ratification of In Camera Board Meeting Minutes: February 25, 2020
- c. Final approval for Kwalikum student field experience to Calgary, AB, May 18-24, 2020
- d. Receipt of Ministry News
 - BC families benefit from school-age child care on school grounds
 - Students combat bullying at 13th Annual Pink Shirt Day
 - Greener, more energy efficient schools, buses for BC students
- e. Receipt of Reports from Trustee Representatives
 - Oceanside Building Learning Together Coalition – Trustee Young
 - Cross Border Social Justice Conference – Trustee Young
- f. Receipt of Status of Action Items – March 2020

20-32R

Moved: Trustee Godfrey . *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of March 10, 2020, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

a. BC Child Care Spaces Funding Application Update

Secretary Treasurer Amos provided information on the status of the childcare application for space at Arrowview Elementary School. The Ministry had requested additional information to support the district's application. The original proposal was above the provincial target of \$40,000 per childcare space so an additional program for before and after school care was included. This will add an additional 24 spaces and not add any additional capital cost, which will bring the district's proposal below the \$40,000 target. Ministry staff are very supportive of the application; however, the cost target has forced them to be more diligent in their approval process. It is anticipated that the application will be approved; however, at this time it has not been approved.

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Judy Stewart, Acting President, commented on the following:

- Acknowledgement of the work being done with the Associate Superintendent to finalize a staffing agreement.
- Acknowledgement of International Women's Day and the positive changes that have been made for women in the workplace.
- Many activities and events are taking place in schools including concerts, parent conversations and staff meetings – all in anticipation of the spring break period.
- The impact of the COVID-19 virus on students and teachers. Appreciation was expressed with regards to the monitoring and extra cleaning in schools where necessary.
- Acknowledgement of the work on the creation of the district calendars; however, she would have preferred it be a 2-year rather than a 3-year calendar.

8. **CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**
No Report.
9. **DISTRICT PARENT ADVISORY COUNCIL (DPAC)**
Andrea Button, President, advised that the DPAC meeting scheduled for March 11th has been cancelled due to concerns around COVID-19.
10. **PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)**
None
11. **ACTION ITEMS**
- a. **2020-2023 Local School Calendars**
Associate Superintendent Wilson presented the 2020-2023 calendars for the Board's consideration. She noted that earlier in the evening was the first she had been advised that MATA had concerns regarding a 3-year calendar. She acknowledged that there were still some dates that show TBD in anticipation of further work with MATA as those are MATA arranged professional development days. As soon as those dates were confirmed, the calendars would be completed.
- Ms. Wilson noted that the False Bay School Alternate Calendar required some additional conversation to address concerns expressed by staff and parents. That calendar will be brought forward for the board's approval at the April board meeting.
- i. **2020-2023 District School Calendar**
- 20-33R**
Moved: Trustee Godfrey *Seconded:* Trustee Young
THAT the Board of Education of School District No. 69 (Qualicum) approve, as presented, the District School Calendar for the 2020-2023 school years with the provision that, by May 31st, all schools will distribute to parents/guardians a copy of the final District School Calendar 2020-2023 that includes all the provisions stipulated in the *School Act*, and the *School Calendar Regulation 314/12*.
CARRIED UNANIMOUSLY
- ii. **2020-2023 Collaborative Education Alternative Program (CEAP) School Calendar**
- 20-34R**
Moved: Trustee Young *Seconded:* Trustee Kurland
THAT the Board of Education of School District No. 69 (Qualicum) approve the school calendar for the Collaborative Education Alternative Program (CEAP) School Calendar for the 2020-2023 school years as presented.
CARRIED UNANIMOUSLY

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

Gillian Wilson, Associate Superintendent, commented on the following district initiatives and events:

- Work continues to finalize the staffing agreement with MATA.
- She and Tandy Gunn, District Principal of Learning Services, are continuing their conversations with Administrators on school reviews, which will feed into the budget discussions.
- The cross boundary requests received to date have been reviewed with school principals. The Whiskey Creek area continues to be an area from which applications are being prioritized and expedited.
- Conversations continue with the École Oceanside Elementary community regarding the organization of next year's programs, including the value of programs of choice.

Vivian Collyer, Director of Instruction, added that she is continuing to contact all the French Immersion parents to indicate that there will be a waitlist for the program; however, commitments have not yet been made. She also indicated that there is continued discussion on how the district can support both the French and English programs at École Oceanside and continue to have them both be successful.

b. Superintendent's Update

Superintendent Elder commented on the following:

- Acknowledgement to the work and energy of everyone in the district's school system right into Spring Break
- Acknowledgement of the work of the Associate Superintendent and the Director of Instruction in working with schools on their school reviews
- Acknowledgement of the work of the General Manager of Operations in responding to the many operational needs that arise
- The District will continue to follow the lead of the Health Authorities in dealing with COVID-19. It will also continue to share links to information regarding health tips and will be releasing a letter to the system prior to Spring Break reminding everyone about good health practices.
- Senior leadership staff are currently drafting a response letter to address the questions posed by the Regional District of Nanaimo's Oceanside Recreation Services Committee regarding the BSS Track renewal project. The next steering committee meeting is scheduled to be held on Monday, April 6.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

No Report

14. POLICY COMMITTEE OF THE WHOLE REPORT

No Report

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

No Report

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Report

17. TRUSTEE ITEMS**a. CUPE Appreciation Day**

Trustee Austin spoke to the rationale to her motion to proclaim a CUPE appreciation day as outlined on the agenda.

20-36R

Moved: Trustee Austin *Seconded:* Trustee

THAT the Board of Education of School District 69 (Qualicum) proclaim the third Wednesday of May each year as CUPE Appreciation Day.

CARRIED UNANIMOUSLY

b. Use of Common Space at Parksville Civic & Technology Centre

Trustee Austin spoke to the rationale to her motion to develop a plan to display local art on the walls in the Parksville Civic & Technology Centre (PCTC) as outlined on the agenda.

20-37R

Moved: Trustee Austin *Seconded:* Trustee

THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and,

THAT this process may serve as a vehicle for installation art, be it temporary or permanent.

CARRIED UNANIMOUSLY

Chair Flynn then displayed an art piece that was presented to each Board at the recent meeting of the Vancouver Island School Trustees Association's (VISTA) spring conference, which was held in Nanaimo. She spoke to the meaning of the piece as telling the story of the hummingbird that saved a community from fire. She suggested that the art piece could be the first to be hung with the support of the partnership at the PCTC.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 6:45 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
March 10, 2020

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
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations
- Personnel

There were no motions presented for approval at this meeting.

Chairperson

Secretary Treasurer



INFORMATION BULLETIN

For Immediate Release
2020FIN0014-000573
March 26, 2020

Ministry of Finance
Ministry of Education

Tentative agreement reached between BCTF, BCPSEA

VICTORIA – A tentative agreement under the B.C. government’s Sustainable Services Negotiating Mandate has been reached between the members of the BC Teachers’ Federation (BCTF) and the BC Public School Employers’ Association (BCPSEA).

The mandate focuses on improving services for people and ensuring fair and affordable compensation.

The tentative agreement covers just over 45,000 teachers represented by the BCTF who deliver education to students in the province’s 60 school districts.

Further details about the agreement will be available once the ratification processes for the teachers and the employer-members of BCPSEA have been completed.

The Sustainable Services Negotiating Mandate supports government’s commitment to improve the services people count on, make life more affordable and invest in sustainable economic growth. The mandate is consistent with B.C.’s commitment to sound fiscal management. It provides parties with the ability to negotiate conditional and modest funding to drive tangible service improvements for people in B.C.

Currently, about 290,000 public-sector employees are now covered by tentative or ratified agreements reached under B.C.’s Sustainable Services Negotiating Mandate.

Learn More:

Learn more about public-sector bargaining in B.C.: www.gov.bc.ca/psecbargaining

Contact:

Ministry of Finance
Media Relations
250 858-0555

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

NEWS RELEASE

For Immediate Release
2020EDUC0026-000580
March 27, 2020

Ministry of Education

Taking steps to keep kids learning during in-class school suspension
Updated on March 27, 2020 with Chinese translation

VICTORIA – New guidelines for school leaders and a new website are being introduced to support B.C.’s K-12 students while in-class education is suspended to prevent the spread of COVID-19.

“This is a challenging time for families in B.C. as we work together to stop the spread of COVID-19, but it is vital students have a sense of routine and continued opportunities to learn while they are at home,” said Rob Fleming, Minister of Education. “These guidelines will ensure the needs, health and safety of students are put first as school leaders actively plan to serve the unique needs of their communities.”

While in-person classes are suspended, the B.C. school system remains open to continue to support students and families in a variety of ways. Note that parents should not bring their children to school on Monday, March 30, 2020, as they usually would after spring break.

However, essential frontline health-care workers, like those directly involved in patient care, who need urgent care for their school-aged child the week of March 30 are advised to contact their school principal as soon as possible to discuss care arrangements available during the first week back after spring break. Other parents who are deemed an essential service worker and who may need child care for their school-age children can expect to hear from their school regarding care options by Friday, April 3, 2020. Schools will be doing their best to accommodate urgent child care needs while meeting the guidelines and directives of the provincial health officer.

Since there are many students who will have challenges working online, schools have been directed to look at alternative approaches for continued learning that will fit with the individual needs and circumstances of their communities. School leaders are actively working on these plans, and families will hear from their school superintendent and/or school principal in the coming week with an update on their timelines.

Government is working with all 60 school boards, independent school authorities, First Nations schools, teachers, school leaders, support staff, public health officials and all education partners on a co-ordinated approach. Guidelines for developing education plans for students will follow these principles:

1. Maintain a healthy and safe environment for all students, families and employees.
2. Provide the services needed to support children of essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

These principles will also guide planning and support for students who need extra learning support or those with disabilities, important services like meal programs and child care services operating on school grounds.

“Boards of education across the province are working on ways to ensure continuity of learning in their communities,” said Stephanie Higginson, president, BC School Trustees Association. “Local boards of education understand the unique needs in each community. That local connection will be key as boards roll out plans tailored to each school district in the province.”

While teachers and schools will have primary responsibility for continuous learning, government has launched Keep Learning BC. This is a central place where families can find ideas for everyday educational activities, annotated links to free learning resources, as well as how to help children learn and how to ensure their well-being while they are at home. Keep Learning BC is available at: www.openschool.bc.ca/keeplearning/

The Keep Learning BC website will have helpful guides to maintain routines and stay safe online, giving parents information about how to talk to their children about COVID-19, along with other mental health resources to manage stress or anxiety. A comprehensive set of frequently asked questions is also available, with continuous updates about school services and programs as things progress: www.gov.bc.ca/safeschools/

Fleming added, “While it’s important for kids to keep learning, there is no expectation that we can duplicate a normal school day at home, and every family will need to figure out what works best for them, in discussion with their children’s teachers. I understand that many children are experiencing anxiety, while also missing their teachers and friends, and that’s why it’s important they know the actions we’re taking are designed to keep everyone safe, and we will return to regular school life down the road. By working together and supporting each other, we will get through this.”

Adrian Dix, Minister of Health, said, “We are proud of the parents, families and school communities who are working together to keep their children safely at home, and recognize how important it is for children to have continued learning opportunities in these challenging times. Parents who are health-care workers are also eagerly waiting for support, and it’s our job to work as a team to make sure they can continue their essential services.”

Quote:

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils —

“The BC Confederation of Parent Advisory Councils is truly appreciative of the united effort that is being undertaken across the education sector resulting in the continuity of an educational program while our children are at home. Parents understand that alternative instruction plans are being created to best meet the needs of children and that learning will vary by grade, district and region. As we try to maintain a daily routine in our homes, including academics and recreation, parents acknowledge that educators play a critical role supporting our children during this extraordinary time.”

Quick Facts:

- On March 17, 2020, under the direction of the provincial health officer, all schools were

ordered to immediately suspend in-class instruction until further notice.

- Every student in K-12 will receive a final mark for the 2019-20 school year, and all students who are on track to move to the next grade will do so in the fall. Every student eligible to graduate from Grade 12 this school year will also graduate. On average, about 45,000 students graduate every year.
- The Ministry of Education is also working across government to ensure all students graduating high school will have a smooth transition to post-secondary education.

Learn More:

Students, parents, guardians and teachers can find learning resources and accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions at: www.gov.bc.ca/SafeSchools/

A new website is constantly being updated with the latest information:
www.gov.bc.ca/COVID19

The best source of COVID-19 health information can be found at the BC Centre for Disease Control website: <http://www.bccdc.ca/>

For non-health-related questions, please visit www.gov.bc.ca/COVID19, email servicebc@gov.bc.ca, or call 1 888 COVID-19

For those who think they have symptoms of COVID-19, the Ministry of Health has developed an online self-assessment tool at: <https://covid19.thrive.health>
People with symptoms can also call 811 to pre-arrange health testing.

If children are struggling with a problem big or small, encourage them to call the Kids Help Line, a free resource available at 1 800 668-6868.

Translations:

For a traditional Chinese translation,
visit: https://news.gov.bc.ca/files/Continued_Learning_during_COVID19_Mar27.Chinese.pdf

For a Punjabi translation,
visit:
[https://news.gov.bc.ca/files/COVID19_March27_Continued_Learning_during_COVID_Punjabi.p
df](https://news.gov.bc.ca/files/COVID19_March27_Continued_Learning_during_COVID_Punjabi.pdf)

Contact:

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

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

INFORMATION BULLETIN

For Immediate Release
2020CFD0017-000599
March 31, 2020

Ministry of Children and Family Development

Province helps essential service workers find child care
Chinese, French and Punjabi translations are available

VICTORIA – To support parents who are essential service workers during the response to novel coronavirus (COVID-19), the Province is launching a new process.

This process will match parents, who are working on the front lines of B.C.'s COVID-19 response and have children up to five years of age, with child care in their communities.

Starting today, essential workers can fill out a new “parent” form to identify their need for urgent child care. Forms can be accessed by calling 1 888 338-6622 and selecting Option 4, or online:

www.gov.bc.ca/essential-service-child-care

Child Care Resource Referral (CCRR) centres in 38 communities will act as community-based hubs. The CCRRs will reach out to essential-service workers in their area who filled in the form to connect them with available licensed child care spaces.

Applicants will be asked:

- which category of essential worker they are;
- their child's age; and
- in which community they need child care.

Child care spaces will be prioritized for children whose parents work in public health and health services, social services, law enforcement, first responders and emergency response sectors. Additional spaces will then be given to families working in other crucial roles, defined as essential service workers.

The number of spaces available for essential service workers will be up to each child care operator, based on its licensed capacity and following any additional health requirements established by the provincial health officer.

Hours of operation for spaces will vary by facility. While many centres are open Monday to Friday, others may offer care on the weekends and outside the hours of 7:30 a.m. to 6 p.m. Government is monitoring whether the needs of essential service workers for care outside of regular hours are being met.

Child care centres, which are open, are required to follow the child care licensing regulation and guidelines on how to prevent the spread of and protect children and staff from COVID-19. This includes proper handwashing, regular cleaning and disinfecting, as well as identifying children who are sick. Families who want to access child care services must also continue to

ensure their children are practising physical distancing with anyone outside of their immediate family circle.

To help the child care sector through this pandemic, the Ministry of Children and Family Development is providing temporary emergency funding to support providers and ensure access to child care is maintained for essential service workers.

Licensed providers that are open and operating are eligible to receive emergency funding at a rate of seven times their average monthly child care operating base funding. Centres will continue to be eligible for the Child Care Fee Reduction Initiative and the Early Childhood Educator Wage Enhancement. In addition, families accessing care from these providers may be eligible for the Affordable Child Care Benefit.

The form and matching process are temporary. They will remain in place for as long as the provincial health officer advises that all parents who can, should care for their children at home and that child care services can and must be provided for those families whose parents work in critical roles.

The Ministry of Education has been working closely with school districts and independent schools to identify and support children, aged five to 12 years (kindergarten to Grade 6), whose parents are essential service workers, with a focus on public health and health services, social services, law enforcement, first responders and emergency response sectors. School districts and independent school authorities have been asked to ensure students whose parents work in these fields have access to care during regular before-, during- and after-school hours.

Hours of care will vary by school district and independent school. If essential service workers who have school-aged children need before-, during- and after-hours care for their children, they are asked to contact their school district directly. Most school districts have already reached out directly to families through surveys to gather information on urgent child care needs.

As British Columbians navigate these uncertain times together, parents who can are asked to care for their children at home. All children and staff who are ill with fever, have cold, influenza or infectious respiratory symptoms of any kind must stay home. If they are unsure of their status, BCCOVID-19 BC Support App and Self-Assessment Tool and the BC Centre for Disease Control's online assessment tool can help assess whether or not they can return to child care.

Learn More:

Frequently asked questions about the matching program can be found here: https://news.gov.bc.ca/files/FAQ_COVID_and_Child%20Care_Mar_30.pdf

To view the list of essential services in B.C. during the COVID-19 pandemic, visit: https://www2.gov.bc.ca/assets/gov/family-and-social-supports/covid-19/list_of_essential_services.pdf

For recommendations on protecting yourself and your community from COVID-19, and to use an online self-assessment tool, visit: <http://www.bccdc.ca/>

BCCOVID-19 BC Support App and Self-Assessment Tool: <https://bc.thrive.health/>

The BC Centre for Disease Control's online assessment tool: <http://covid-19.bccdc.ca/>

A backgrounder follows.

Translations:

For a traditional Chinese translation:

http://news.gov.bc.ca/files/IB_child_care_matching_March30_Chinese.pdf

For a French translation: https://news.gov.bc.ca/files/IB_child_care_matching_March30.pdf

For a Punjabi translation:

https://news.gov.bc.ca/files/IB_child_care_matching_March30_punjabi.pdf

Contacts:

For non-medical information relating to
COVID-19:

Visit: www.gov.bc.ca/COVID19

Email: servicebc@gov.bc.ca

Or call: 1 888 COVID-19

Ministry of Children and Family Development

Government Communications and Public

Engagement

250 360-6597

Joint Information Centre

COVID Provincial Co-ordination Plan

embc.covidjic@gov.bc.ca

236 478-1336

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



BACKGROUND

For Immediate Release
2020CFD0017-000599
March 31, 2020

Ministry of Children and Family Development

Information for essential workers requiring child care

Essential workers requiring child care for children, aged 0 to five years, can fill out a new "parent" form to identify their need for child care.

- Forms can be accessed here: <http://www.gov.bc.ca/essential-service-child-care>
- or by calling 1 888 338-6622 and selecting Option 4

Child care providers are to prioritize placements for children of essential service workers based on the following:

- Tier 1 (highest priority): employed in health and health services, social services, law enforcement, first responders and emergency response.
 - For child care, Tier 1 includes children referred by the ministry and Delegated Aboriginal Agency social workers.
- Tier 2 (second priority): all other occupations not included in Tier 1 that are listed in the Essential Service Workers list – see Tier 3.:
https://www2.gov.bc.ca/assets/gov/family-and-social-supports/covid-19/list_of_essential_services.pdf
- Tier 3 (third priority): all other families not employed in an occupation listed in the Essential Service Workers list. Accepting families in Tier 3 is not required, but providers may do so at their discretion.

Contacts:

For non-medical information relating to
COVID-19:
Visit: www.gov.bc.ca/COVID19
Email: servicebc@gov.bc.ca
Or call: 1 888 COVID-19

Ministry of Children and Family Development
Government Communications and Public
Engagement
250 360-6597

Joint Information Centre
COVID Provincial Co-ordination Plan
embc.covidjic@gov.bc.ca
236 478-1336

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INFORMATION BULLETIN

For Immediate Release
2020EDUC0027-000608
April 1, 2020

Ministry of Education

Zoom collaboration tool now available for K-12 continuous learning
Arabic, Chinese, Farsi, French, Korean, Punjabi and Tagalog translations available
(disponible en français en bas de page)

VICTORIA – Educators will have an easy-to-use video-conferencing and collaboration platform to communicate remotely with their students while in-class learning is suspended to prevent the spread of COVID-19.

The Ministry of Education has secured and funded licences for the application Zoom for all K-12 public and independent schools in B.C. This will allow consistent access for educators who choose to use it, giving them more ways to communicate with students and parents.

Continued learning will vary for each school depending on the needs of students. Some options include online learning tools and/or resource packages or assignments emailed or mailed from teachers to parents. For educators who choose to offer online learning, Zoom gives them a common, consistent platform to communicate and share lessons with their students.

To ensure safety and privacy for students, the licensing agreement complies with B.C.'s Freedom of Information and Protection of Privacy Act. School technology administrators can control permissions and privileges, while disabling features that are unnecessary or inappropriate. Students will be given a unique website address, so they can access their virtual classroom without needing an individual account. The Zoom server will be based in Canada, with added encryption so it is a safe platform to learn.

Educators will receive access to Zoom through their school districts this month, along with simple instructions about how to use the software.

While teachers and schools will have primary responsibility for continuous learning, government also launched Keep Learning BC on March 27, 2020:
www.openschool.bc.ca/keeplearning

This is a central place where families can find ideas for everyday educational activities, links to free learning resources, as well as how to help children learn and how to ensure their well-being while they are at home. The websites will be updated on a regular basis with new materials. As of March 31, 2020, more than 136,000 visitors have accessed the Keep Learning BC website – an average of 33,786 a day.

Since there are many students who will have challenges working online, schools have also been directed to look at alternative approaches for continued learning that will fit with the individual needs and circumstances of their communities. Some school districts may also loan computer equipment or devices to support students while they learn from home.

Quick Fact:

- A new ministerial order under the Freedom of Information and Protection of Privacy Act enables the broader use of communications tools during the pandemic.

Learn More:

Accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions in multiple languages, is available at: www.gov.bc.ca/SafeSchools/

Translations:

For an Arabic translation: http://news.gov.bc.ca/files/IB_Zoom-Licensing-for-Continuous-Learning_ARABIC.pdf

For a traditional Chinese translation: https://news.gov.bc.ca/files/2020.03.31_Zoom_Licensing_for_Continuous_Learning_Traditional_Chinese.pdf

For a Farsi translation: http://news.gov.bc.ca/files/IB_Zoom-Licensing-for-Continuous-Learning_FARSI.pdf

For a Korean translation: http://news.gov.bc.ca/files/IB_Zoom-Licensing-for-Continuous-Learning_KOREAN.pdf

For a Punjabi translation: https://news.gov.bc.ca/files/IB_Zoom_Licensing_for_Continuous_Learning_March_31.pdf

For a Tagalog translation: http://news.gov.bc.ca/files/IB_Zoom-Licensing-for-Continuous-Learning_TAGAGLOG.pdf

Contacts:

For non-medical information relating to COVID-19:
Visit: www.gov.bc.ca/COVID19
Email: servicebc@gov.bc.ca
Or call: 1 888 COVID-19
Service is available 7:30 a.m. to 8 p.m. Pacific time

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

Joint Information Centre
COVID Provincial Co-ordination Plan
embc.covidjic@gov.bc.ca
236 478-1336

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

NEWS RELEASE

For Immediate Release
2020EDUC0019-000652
April 8, 2020

Ministry of Education

Families throughout B.C. to benefit from enhanced digital library services

Book lovers of all ages will soon have greater access to online learning and reading resources, thanks to a one-time \$3-million government investment in public libraries.

“It’s important that people have access to digital literacy programs, ebooks and online learning,” said Rob Fleming, Minister of Education. “I am proud to see the innovative ways our libraries continue to support and connect people who want to learn, explore and be entertained through digital resources. This funding will help bring libraries into the homes of families throughout the province.”

Libraries can use this new funding to provide enhanced digital and connectivity services by expanding Wi-Fi capabilities, offering community digital literacy training, enhancing online library programs and purchasing technology, such as scanners, tablets, microphones and cameras. Libraries will work together to deliver a provincewide collection of ebooks, magazines and other online services that people will be able to access with their library card.

Part of these funds, \$1.8 million, will be allocated through the BC Libraries Co-operative to support electronic resource licensing and help expand online common collections for all B.C. public libraries. The additional \$1.2 million will be distributed directly to libraries.

The ministry has released a new strategic plan for provincial public library services in British Columbia. The plan was developed with library partners and focuses on making sure British Columbians experience library services that are engaging, accessible and responsive to their needs.

“Public libraries are an important part our government’s plan to make life better and more affordable for British Columbians of all ages,” Fleming said. “Libraries improve the services people count on and help provide them with the skills they need to succeed as we work together to build a strong, sustainable economy throughout our province.”

Libraries provide vital services to British Columbians of all ages so they can have free, equitable access to quality sources of information. Libraries increase opportunities for people to contribute to their communities, reducing inequality to information access, helping close the divide between poverty and opportunity, while helping remove barriers that can hold people back. Public libraries are an important part of the B.C. government’s vision for a province that works for everyone.

Quotes:

Dana McFarland, chair, BC Libraries Co-operative –

“The BC Libraries Co-operative was built to help libraries help people. This funding means British Columbians will have access to more digital content and will enable us to invest in longer-term projects that benefit our communities. We thank the Province and look forward to working together with our members to support people by improving access to public libraries’ online collections and internet through connectivity initiatives.”

Scott Hargrove, chair, Association of BC Public Library Directors, and CEO, Fraser Valley Regional Library –

“Public libraries play a key role in helping our communities connect to the digital world. This funding is very welcome, especially given the ever-increasing demand on library digital resources. We look forward to supporting innovation in our communities while continuing to work with the ministry on its strategic plan for libraries.”

Mike Gagel, president, BC Library Trustees Association, and chair, Prince George Public Library Board –

“The Ministry of Education's new Strategic Plan for BC Public Libraries, along with a \$3-million one-time grant, demonstrates the government's understanding of the important and unique role that public libraries play in building resilient communities. The plan and the one-time funding to support digital services and infrastructure indicate that the ministry has heard and taken to heart the message from the BC Public Library Partners and our supporters that investing in B.C.'s public libraries is investing in B.C. communities for everyone.”

Quick Facts:

- Government provides \$14 million in annual funding toward operating costs at B.C.'s public libraries.
- There are 71 public libraries with 249 branches throughout B.C., serving 99% of B.C.'s population.
- Over 2 million people have library cards and access the services offered through 249 locations in British Columbia.
- There are 700 library trustees, 3,900 library employees and 2,400 volunteers in B.C.'s public libraries.
- B.C.'s public libraries hold almost 6 million volumes and 3.75 million titles in ebook/e-audiobook collections, plus many other digital resources including magazines, music, learning tools and films.
- People used digital resources from B.C. public libraries over 9.5 million times in 2018, including 5 million ebook/e-audiobook circulations and 4.5 million uses of other digital resources.

Learn More:

Check out the new strategic plan, and learn more about B.C.'s public libraries:
<https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/public-libraries>



NEWS YOU CAN USE

For Immediate Release
2020EDUC0028-000672
April 9, 2020

Ministry of Education

Teachers find new, fun ways to connect with students during COVID-19 pandemic
French translation available

VANCOUVER – Ever wonder what everyone was doing with all the toilet paper they bought last month?

Physical education (PE) teachers in North Vancouver used the bathroom staple to help encourage their students to keep active during the COVID-19 pandemic.

Argyle Secondary school's PE teachers recorded themselves making creative, funny and active use of a single roll of toilet paper. Examples included trick shots, catching a roll with a fly-fishing rod and using a roll as a football with family. The teachers uploaded the video on Youtube and then challenged students to come up with their own ways to use a toilet paper roll to stay active. The teachers say this is the start of weekly video challenges that serve a number of learning purposes. The toilet paper will eventually be used for its intended purpose once the challenge is complete. To view the video, visit: <https://youtu.be/cOTPOQiveOU>

"Students are going through a difficult, uncertain time right now," said Bryan Lockless, one of Argyle's teachers. "We, as a PE department, wanted to do something fun to inspire them to be creative, show their learning in new ways, keep connected and have fun with the online physical education challenges we have put together for them.

"We can't wait to see what the students come up with on a weekly basis."

This is one of many examples of leaders in B.C.'s schools coming up with new, innovative and creative ways to reach students while in-person classes are suspended.

In New Westminster, students are the stars in an uplifting video. Amy Bothwell, a Grade 5 teacher at Qayqayt Elementary school, wanted to help her students think of new ways to support their communities while in-class learning is suspended.

She asked her students to take a picture, or film themselves, doing something that helped others and put together a compilation of everything her students came up with. That video can be seen at: https://spark.adobe.com/video/uKTUUqFwQPVIq?fbclid=IwAR26ctBkbSdJ1nheofYE0CKlwO_xiDbX_QVO3tiepvbiQQjeP4Q8XFXbLcw

"The students really just took it and ran with it," Bothwell said. "From putting art in their windows supporting health care workers, to playing songs on a trombone, it really gave the students a sense of community and a sense of connection.

"The students were really excited to see their friends again, even if it was just in a video."

The digital world is proving to be a great place for learning and connection. The Ministry of Education has developed a website for parents to support children, Keep Learning BC, and is providing a number of licensed web platforms, including the Zoom collaboration tool, to school districts to help keep school communities connected. Visit Keep Learning BC:
<https://www.openschool.bc.ca/keeplearning/>

Learn More:

Accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions in multiple languages, is available at:
www.gov.bc.ca/SafeSchools/

For the latest medical updates, including case counts, prevention, risks and testing, visit: <http://www.bccdc.ca/>
Or follow @CDCofBC on Twitter.

For the provincial health officer's orders, notices and guidance, visit:
www.gov.bc.ca/phoguidance

For non-health related information, including financial, child care and education supports, travel, transportation and essential service information, visit: <http://www.gov.bc.ca/covid-19>
Or call 1 888 COVID19 (1 888 268-4319) between 7:30 a.m. and 8 p.m., seven days a week.

For a French translation: http://news.gov.bc.ca/files/Teachers-Connect-COVID19_FR.pdf

Contacts:

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

Lisa Dalla Vecchia
Communications Manager
North Vancouver School District
778 835-4940

Kristen Keighley-Wight
Communications Manager
New Westminster School District
778 789-7172

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NEWS RELEASE

For Immediate Release
2020EDUC0029-000709
April 17, 2020

Ministry of Education

More online options for students to support social, emotional well-being

VICTORIA – New, free virtual educational programs for students, parents and educators are supporting social and emotional well-being as part of navigating the new world of remote learning during the COVID-19 pandemic.

“We know that children and families are feeling anxiety and uncertainty during these challenging times, and it’s important we provide resources to help them thrive,” said Rob Fleming, Minister of Education. “These new learning tools for students, families and educators offer interactive lessons to support their health and well-being.”

The free, virtual WE Well-being program was recently launched as part of the new WE Schools @home program. Accessible for grades K-12 in both English and French, the program is aimed at youth who are experiencing anxiety and social isolation. It places a special emphasis on WE Well-being online learning, including social-emotional learning and resiliency.

Developed in collaboration with B.C. educators, the Ministry of Education and University of British Columbia and mental health professionals, the program provides educators with curriculum resources for students in elementary schools that cover self-awareness and personal responsibility, with plans to expand to high schools. The program was launched in 2018 as a pilot and has involved over 3,500 students, 150 educators, 43 schools and 11 school districts to date.

Also available to parents and caregivers is the new EASE (Everyday Anxiety Strategies for Educators) at Home program. Activities focus on tips and strategies parents can use with their children to create calming routines, help them talk about difficult emotions and manage their anxiety. Kits have been developed for grades K-3 and 4-7 and provide five weeks of activities, with a different game or story for each day. Activities are research based and proven to help younger children calm themselves, learn relaxation techniques and understand their worries.

“This is a difficult time, especially for children and youth who are safely distancing from friends and relatives and who may be feeling stressed or anxious from all the recent changes in their lives,” said Katrine Conroy, Minister of Children and Family Development. “These new EASE at Home resources will provide parents with simple activities that they can model for their kids and include in daily routines.”

The WE Well-being and EASE at Home materials complement the recent Ministry of Mental Health and Addictions announcement of \$5 million to expand existing mental-health programs and launch new services to support British Columbians around COVID-19. One focus of the funding is a new virtual clinic that will make Foundry services available around the province for young people aged 12 to 24 years and their families through voice, video and chat.

“This crisis is taking a toll on the mental health of British Columbians of all ages, including young people and their families,” said Judy Darcy, Minister of Mental Health and Addictions. “This new resource is great news for students who are missing connections with friends and teachers, parents who are adapting to the needs of their children in new ways, and educators who are working hard to support both the academic and emotional well-being of their students.”

Quotes:

Craig Kielburger, co-founder, WE –

“In our isolation, protecting our community’s physical health presents challenges for mental health and well-being. Our goal is to support youth well-being through cost-free digital resources and content that complement distance education with a focus on self care and social-emotional learning. By making these resources easy to use for students, we hope to take some burden off the shoulders of busy parents and teachers.”

Kimberly A. Schonert-Reichl, professor, faculty of education, University of British Columbia –

“Rarely before in our recent history have we seen such an urgent need for an explicit and intentional focus on supporting the well-being of our children, their families and our educators. B.C.’s Ministry of Education is a leader in the world through its steadfast attention to mental health in schools and its curricular competencies that integrate the promotion of students’ personal and social competence, both which are informed from the latest science on well-being. The WE Well-being and WE Schools @home programs provide a perfect alignment with B.C.’s focus, because the WE organization has distilled the latest research into evidence-based practical approaches and resources that integrate social and emotional learning and the cultivation of positive human qualities, including empathy, gratitude, compassion altruism and resilience – those qualities that are essential for well-being.”

Quick Facts:

- Early signs of anxiety can be missed when children struggle with internal worries and physical distress. Some children are at greater risk of developing an anxiety disorder, which affects up to 4% of B.C. children and youth.
- WE Schools is offered in over 1,160 schools and groups in British Columbia, with more than 1,000 schools and 300,000 students engaged.
- The WE Schools @home program is connected to the long-standing, free-service learning program WE Schools, which is provided to over 18,000 schools across North America and globally.
- EASE was developed by the Ministry of Children and Family Development in consultation with Anxiety Canada to be a tangible and practical approach to supporting social and emotional learning and building the capacity of K-7 educators.
- EASE at Home is also being shared with Indigenous service providers, First Nations Schools Association and the First Nations Education Steering Committee.
 - For parents with kids who also need the guidance of a mental-health clinician, contact your local Child and Youth Mental Health office for support.

Learn More:

Learn more about the WE Well-being program: <https://www.we.org/en-CA/get-doing/activities-and-resources/wellbeing/>

Learn more about the WE Schools @home program: <https://www.we.org/en-CA/our-work/we-schools/at-home/>

EASE at Home offers helpful tips for parents, like how to teach children calming breathing techniques or use structured games like scavenger hunts to build routine in a way that's fun: <https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/ease>

The Ministry of Education's Erase strategy was expanded to include mental health: <https://www2.gov.bc.ca/gov/content/erase>

For more information about available child and mental-health supports and contact information, visit: <https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/mental-health-intake-clinics>

The Ministry of Education's new Keep Learning site has resources for parents to support positive mental health under the "Keeping Healthy" tab: <https://www.openschool.bc.ca/keeplearning/>

Contact:

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

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



NEWS RELEASE

For Immediate Release
2020EDUC0030-000712
April 18, 2020

Ministry of Education

Technology loans giving more children the opportunity to learn at home

VICTORIA – More than 23,000 computers and devices are being loaned out in every part of the province, so students can access the internet and continue their education while in-class learning is suspended during the COVID-19 pandemic.

“Now, more than ever, we must come together to help children and families who are struggling in our communities,” said Rob Fleming, Minister of Education. “That’s why we’re working closely with all 60 school districts to quickly provide parents and children with the supports they need to connect with each other, teachers and learning opportunities.”

Immediately after spring break, school staff began contacting families to find out their unique needs. School districts then began creating solutions that would work best for their local communities.

School districts heard there are families who have no computer for their children to use, with some finding up to 30% of families surveyed had no access to technology at all. There were also cases where there was only one computer in the home being used by a parent for full-time work. Districts also heard from families who have limited Wi-Fi or no access to internet or cellphone service.

“Boards of education across British Columbia understand the diverse learning needs of the students they serve,” said Stephanie Higginson, president, BC School Trustees Association. “Boards of education know that learning solutions need to be tailored to local community needs. These technology loans are one small way boards are working to ensure that the needs of some of our most vulnerable students are met during these uncertain times.”

To meet the needs of families, school district staff have worked quickly to identify and collect equipment already available in schools, while also purchasing extra computers, laptops, tablets and other devices. Some school districts have redeployed their computer technicians to pre-install learning software or to provide tech support for families who struggle to use technology.

To help kids who do not have adequate internet access, school districts have worked with internet service providers to ensure families have low-cost internet or unlimited cellphone data plans. Local internet hotspots have also been created to ensure free Wi-Fi is available to multiple families in a neighbourhood.

In situations where students are living in remote regions with little or no internet or cellphone access, education assistants have been delivering printed learning packages or flash thumb drives with everything the student needs for continued learning at home. Some schools are allowing students access to school computer labs, and some First Nations have opened their band offices for students, while maintaining the strict health and safety standards set by the

provincial health officer.

“Parents appreciate the incredible collaboration between K-12 education and the Ministry of Education to ensure educators can shift from in-class learning to remote learning for each child,” said Andrea Sinclair, president, British Columbia Confederation of Parent Advisory Councils (BCCPAC). “BCCPAC believes equity and equal opportunity are essential in public education and maintaining the connection with children is key. Families, especially those who are low income or living in rural and remote regions, must have devices and connectivity so their children can continue learning during this unique time.”

To support families looking for additional resources to help their children learn remotely, the Ministry of Education has created the Keep Learning website, which is updated almost daily with new activities for kids of any age. The website receives hundreds of thousands of visitors and page views every week and can be found at: www.openschool.bc.ca/KeepLearning

Quick Facts:

- In addition to equipment support, there are approximately:
 - 2,300 spaces created in schools to support children of essential-service workers in public schools and 1,280 spaces in independent schools; and
 - 75,000 meals delivered to 16,000 families for vulnerable children every week.
- The Ministry of Education has secured and funded enterprise licences with added security features for the application Zoom for all K-12 public, independent and First Nations schools in the province. This allows consistent access for educators who choose to use it, giving them more ways to connect with students, parents and guardians.

Learn More:

The Ministry of Education worked with the privacy commissioner to create a set of guidelines for educators when using any online tools: <https://www.oipc.bc.ca/guidance-documents/2402>

Accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions in multiple languages, is available at: www.gov.bc.ca/SafeSchools

For the latest medical updates, including case counts, prevention, risks and testing, visit: <http://www.bccdc.ca/>

Or follow @CDCofBC on Twitter.

For the provincial health officer’s orders, notices and guidance, visit: www.gov.bc.ca/phoguidance

For non-health related information, including financial, child care and education supports, travel, transportation and essential service information, visit: www.gov.bc.ca/Covid-19
Or call 1 888 COVID19 (1 888 268-4319) between 7:30 a.m. and 8 p.m. (Pacific time), seven days a week.



NEWS YOU CAN USE

For Immediate Release
2020EDUC0031-000723
April 20, 2020

Ministry of Education

Education assistants find new ways to help students

VICTORIA – B.C. students, families and educators are adjusting to a different school life environment during the COVID-19 pandemic.

Most students are learning at home. But some children with diverse abilities and students whose parents are essential service workers have greater needs.

For B.C.'s education assistants (EAs), the COVID-19 measures have compelled them to find creative and compassionate ways to support students either remotely or in person.

At D.P. Todd Secondary school in Prince George, education assistants are connecting with students, many of whom have diverse needs and abilities. They connect through online group chats and social-emotional check-ins. The EAs support students' learning, including reading to them over the phone.

"A lot of our students rely on these check-ins," said Caroline Parker, an EA at D.P. Todd. "When we are in class, you can see their body language change when they've had an opportunity to share what was on their mind, either by being extremely proud of an accomplishment or just letting go of a little bit of stress. This is still even more important today to maintain. They need to know that while so many doors of opportunity are closed right now due to social distancing, that we are still here and do care."

EAs at D.P. Todd are also connecting with classroom teachers to support them in making content more accessible for students who may need an extra layer of support as they learn from home. This might mean recording videos of teachers reading a short story or breaking down a math problem.

"Our goal is to make sure that all students who were receiving support in the classroom continue to have access to support virtually," said Rebecca Lund, a support teacher at D.P. Todd, "and that we are supporting teachers to ensure that their continuity of learning is accessible and inclusive to all of our learners."

Parents of students with complex needs have always known the important connection their children have with their EAs. But in these challenging times, staying in contact with EAs is proving to be invaluable to help students continue their learning and establish routines.

"My son's two EAs have ensured they have stayed connected virtually," said Stacy Cockrell, whose son is in kindergarten in Coquitlam. "It has been so astounding, the amount of effort they have put in to ensure he is still learning, engaged and also has some sort of connection with them. He lights up when he hears their voices."

Hillary Thompson, a parent in Vancouver, is noticing the positive impact her seven-year-old daughter's EA is making on her family, with regular online meetings.

"It has helped her, and us, feel included at school and motivated to keep learning," Thompson said. "To be successful, schools and families need to work as a team to navigate this new landscape. For many students with disabilities, educational assistants are a vital part of that team."

In other school districts, EAs are taking on roles unique to the COVID-19 crisis and supervising children in schools, while their parents are on the front lines.

"As we all know, there are many people in our community doing extraordinary things to achieve a greater good during these challenging and uncertain times," said Andrea Robertson, an EA at Victoria's Marigold Elementary school, who is working to provide care and learning opportunities for children of essential service workers. "I feel very proud that I am able to help our Tier 1 health-care providers by providing some support that is helpful for them and our community."

Another example of EAs taking on new responsibilities is in the preparation and delivery of nutritious food to families whose children would normally have access to meal programs at schools.

Nearly a dozen EAs in the Comox Valley are packing food hampers that will provide nutritious meals to 200 local families during the pandemic. It's about 11 kilograms (25 pounds) of food in each delivery.

"I have truly been impressed by the stories of CUPE members in the K-12 system and how they're stepping up in these difficult and strange times to make schools safe and inclusive, even at a distance," said Paul Faoro, president of CUPE BC.

Education assistants are vital in school communities and their work will continue and evolve throughout the pandemic. The Ministry of Education is working with all 60 school districts to balance the needs of families, students and communities, and finding solutions to challenges that nobody has faced before.

Learn More:

Timely information about schools, programs and educational services, including regularly updated frequently asked questions in multiple languages, is available at:
www.gov.bc.ca/SafeSchools/

For the latest medical updates, including case counts, prevention, risks and testing, visit:
<http://www.bccdc.ca/>
Or follow @CDCofBC on Twitter.

For the provincial health officer's orders, notices and guidance, visit:
www.gov.bc.ca/phoguidance

For non-health related information, including financial, child care and education supports, travel, transportation and essential service information, visit: www.gov.bc.ca/covid19
Or call 1 888 COVID19 (1 888 268-4319) between 7:30 a.m. and 8 p.m., seven days a week.



NEWS RELEASE

For Immediate Release
2020EDUC0032-000734
April 22, 2020

Ministry of Education

Education leaders help students stay fed while in-class instruction suspended

VICTORIA – To ensure vulnerable students do not face barriers to learning while in-class instruction is suspended, B.C.'s school districts are finding innovative ways to provide families with more than 75,000 healthy meals a week.

“No student should ever have to go without food, whether they’re learning in class or at home,” said Rob Fleming, Minister of Education. “Despite the challenging times we’re living in, school-district staff have partnered with local non-profits and businesses in a community effort to ensure kids and their families are getting the nutritious food they need, no matter where they live or learn.”

The Government of B.C. provides \$53.2 million through CommunityLINK (Learning Includes Nutrition and Knowledge) annually for the province’s 60 school districts to support vulnerable students with services that include meal programs. Twenty-five school districts also receive a combined \$11.2 million from the Province through the Vulnerable Student Supplement, which addresses growth in vulnerable student populations.

In school districts of all sizes, staff acted quickly to use their resources and work with community organizations and local businesses to ensure students who normally received meals at school would continue to have them at home.

Teachers, education assistants, administrators and school support staff are putting together weekly grocery hampers for families, delivering food boxes and bagged lunches to homes and setting up designated hubs for meal pick-up. Some school districts are also providing grocery store gift cards and vouchers, while others have formed partnerships with caterers, non-profits, restaurants, local businesses and food banks to support vulnerable families. More than 16,000 families are receiving these services throughout the province.

“So many people are stepping up to make sure students are getting nutritious meals at home,” Fleming said. “This important work is giving vulnerable families throughout the province the support they need to help their children thrive away from the traditional classroom setting.”

School districts from every corner of the province are developing their own unique plans to meet the needs of their communities.

The Surrey School District immediately implemented a meal pick-up and delivery program, with staff in various positions stepping up to help bring food to students. In the Cowichan Valley, the school district teamed up with Shawnigan Lake school, Nourish Cowichan, Rotary and other community partners to deliver meals to students and families.

About 40% of families in Arrow Lakes are being supported by their school district with meals

through a combination of hamper and food-box deliveries, food vouchers and partnerships with local caterers.

In the Bulkley Valley, school district administrators have worked with the Smithers Volunteer Fire Department, as well as district staff, to co-ordinate food delivery for families in need. In Richmond, the school district collaborated with its Feed-U-Cate-38 program, non-profits and local businesses to have groceries delivered straight to students' houses.

And in the Kelowna area, Central Okanagan Public school has teamed up with Brown Bag Lunch and Food for Thought to provide thousands of meals for local families, with weekly pick-ups that help maintain physical distance.

In addition to CommunityLINK and Vulnerable Student Supplement funding, the Province is supporting families by shifting the focus of the B.C. School Fruit and Vegetable Nutritional Program in response to the COVID-19 pandemic. The program will deliver fruits and vegetables to low-income families with children through Food Banks BC, in partnership with schools and community-based youth programs.

Quotes:

Paul Faoro, president, CUPE BC –

“CUPE K-12 support staff including education assistants, custodians, bus drivers, clerical and IT (information technology), to name just a few, are here when you need us. Members throughout B.C. are stepping up to support students and their families through this pandemic. We're all in this together.”

Teri Mooring, president, BC Teachers' Federation –

“The creative and meaningful ways the Ministry of Education, school districts, teachers and CUPE staff are coming together to ensure children and families get the support they need is a great example of how well the sector is working together during these challenging times. When in-school classes were suspended, finding ways to support vulnerable children and youth was top of mind for everyone. The K-12 sector is working extremely hard and I'm very proud of what's happening in our communities.”

Learn More:

Learn more about the Ministry of Education's CommunityLINK program:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/communitylink>

For the latest medical updates, including case counts, prevention, risks and testing, visit:

<http://www.bccdc.ca/>

Or follow @CDCofBC on Twitter.

For the provincial health officer's orders, notices and guidance, visit:

www.gov.bc.ca/phoguidance

For non-health related information, including financial, child care and education supports, travel, transportation and essential service information, visit: www.gov.bc.ca/Covid-19

Or call 1 888 COVID19 (1 888 268-4319) between 7:30 a.m. and 8 p.m. (Pacific time), seven days a week.

Contact:

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

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

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

Action Item	Responsibility	Status	Proposed Deadline
<p>Briefing Note re École Oceanside Elementary English Program November 26, 2019</p>	<p>Superintendent</p>	<p>Currently being drafted</p>	
<p>Climate Action Task Force 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 & Maintenance Manager</p>		
<p>Reduction of Greenhouse Gas Emissions in SD69 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>Climate Action Symposium 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>Use of Common Space for Artwork March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	<p>Senior Staff</p>	<p>-</p>	



SD69 QUALICUM

Education Committee of the Whole Report
Tuesday, April 21, 2020
VIA ZOOM
2:30 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; Rudy Terpstra, Principal, BSS; Lisa Pedersen-Skene, Vice-Principal, SES; Miranda Agostini, John Gunn, Olivia Hill, Mischa Oak, Becky Weiss

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. PRESENTATION:

- Vaping – Miranda Agostini
Great presentation, hope it could go up on the website and DPAC would love the results to give to their parents. About 200 students per high school were surveyed with similar results and answers. Plans were to survey PASS students after Spring Break, but cancelled due to COVID-19. Plans are to develop a plan around cessation, like the tobacco smoking plan, with students and help roll it out.

3. SHARED LEARNING

4. INFORMATION

- **Technology Update – John Gunn**
Presentation was very timely given the current COVID 19 situation and the District's heavy reliance on technology at this time. Mr. Gunn provided an overview of the work of the Tech Team and shared that they have had 3978 support requests (year to date), 1800 end-user devices, 290 teachers, 4450 students, 16 locations, etc. Trustees are interested in reviewing the current Technology Plan and taking Mr. Gunn's suggestions of need into consideration.
- **SD69 Delegates to the Teacher Institute on Parliamentary Democracy visit to House of Commons - Olivia Hill and Mischa Oak (BSS) and Rebecca Weiss (CEAP)**
Great presentation and example of 3 passionate teachers who found 'living the Ottawa life was inspiring' and being in our nation's capital powerful.
- **Secondary Update – Gillian**
Update on what is being done to reach out to our families with Secondary students and what support or technology is needed for their continuation of learning. It is apparent that 'big ideas' are emerging as well as essential learning. This will be a regular update while we are in COVID 19 response.

5. NEXT MEETING DATE:

- Tuesday, May 19 – Time TBC



Policy Committee of the Whole Report
Monday, April 20, 2020
Via ZOOM
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.

1. **Introductions of those present at the meeting**
2. **Report to the Policy Committee of the Whole**
3. **Items potentially going to First Reading**
 - **302 - Cooperation of School and Learning Communities**
No changes - forward for first reading
 - **304 - School Closure, Consolidation or Reconfiguration**
The committee discussed the role of volunteers and the extensive reference to volunteers in the administrative procedure. The Superintendent will follow up on a number of matters including:
 - Link to the administrative procedures of Policy 502 (Field Experiences)
 - Clarity around requirements for criminal record checks
 - Clarity around requirements for drivers' abstracts
 - Cross referencing all rules for volunteers, such as in our field trip manual
 - Need for reference to volunteers in the policy itself
 - Consideration of what "community school" means
 - Forward for first reading
4. **Items potentially going to Second Reading**
 - **303 - Framework for enhancing student learning (HELD)**
 - **502 - Field Experiences**
The committee discussed a number of items for follow-up:
 - Checking with School Protection to see if there should be rules around excluded trips or prohibited aspects of trips such as swimming in pools without lifeguards
 - Working on some language clarity (e.g. AP 6)
 - Gender supervision relative to students on overnight trips
 - Availability of field trip manual to staff and to the public
 - Consider policies of other school districts as happened when the policy was originally developed
 - Forward for second reading
 - **617 - Selection and Assignment of Exempt Leadership Staff**
No changes - forward for second reading



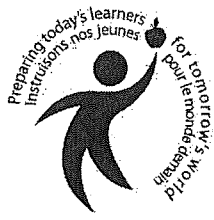
**Policy Committee of the Whole Report
Monday, April 20, 2020
Via ZOOM
1:00 p.m.**

5. **Items potentially going to Third Reading**
 - **301 - Living Wage**
No changes - forward for third reading
 - **503 - Animals in Schools**
No changes - forward for third reading

6. **Other**
None

7. **Future Topics**
 - Sustainable Practices
 - Capital Projects: Tendering, Purchase and Disposal (combines previous remainder of former (4001, 4002, 4007))

8. **Next Meeting:**
May 19 at 1:00 PM



COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Context:

The Board of Education of School District 69 encourages initiatives which support of student learning and achievement by enriching the quality of co-operation between our schools and our community. ~~Such initiatives are responsive to the Board of Education's legislated expanded mandate. [School Act s.(1),s. 81.1, s.86.]~~

POLICY Statement:

The Board commits to inclusion of all voices in their decision-making and believes that hearing and understanding differing points of view will strengthen decisions that are made by the Board.

Guiding Principles:

1. The Board of Education believes that parents, students and community volunteers play a vital role in the public education ~~of their children and in their school lives as the foundation of school/community co-operation.~~

2. The Board of Education values consultation and transparent processes with all partners in education and provides a variety of opportunities for sharing information as well as for receiving advice and recommendations from all interested parties. ~~partner groups.~~

~~The Board of Education recognizes that each of its principals and vice principals is an integral member of the district's leadership team and as such welcomes their participation.~~

3. The Board of Education values the points of view and involvement of parents through organizations and believes the District Parent Advisory Council contributes by promoting open communication and cooperation between parents, schools, the District and the Board. The Board of Education encourages all school-based Parent Advisory Councils to participate in the District Parent Advisory Council.

4. In addition, ~~t~~The Board of Education believes that strong, organized collaboration with other ministries, community agencies, service providers, and other appropriate community organizations across the district will ensure optimal support for students and their families and will, over the long term, enhance the opportunities for success enjoyed by our for students.

Reference:

- *Administrative Procedure: Cooperation of School and Learning Communities*
- *Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VIS)*
- **School Act s.(1),s. 81.1, s.86.**

Adopted/Amended:

Adopted: 07.11.27

Amended: 15.11.24: 18.02.27: Renumbered/Reviewed 19.08.27

SCHOOL DISTRICT No. 69 (QUALICUM) – new heading format

BOARD POLICY 302 - ADMINISTRATIVE PROCEDURE

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 1 of 4

Purpose

The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

Cooperation

- a. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
- b. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
- c. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
- d. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

Board Committees and Processes

1. The Board's Policy Advisory Committee **standing committees (Education, Finance and Operations, Policy Advisory)** will include representatives from the partner groups (CUPE 3570, MATA and DPAC) as well as representatives of district and school leadership.
2. Throughout the process of development of the annual school district operating budget, public and partner involvement will be encouraged prior to approval by the Board.
3. Regular reports to partners and the public on the status of the current year's operating budget will be provided at regular public board meetings on a schedule determined by the Board.
4. Presentations, reports and recommendations from partners, committees and others on matters of interest and concern to the Board will be received at public Board Meetings.
5. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.
6. It shall be recognized that all final decisions rest with the Board.

BOARD POLICY 302 - ADMINISTRATIVE PROCEDURE

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Volunteers in Schools:

The Board of Education expects its schools to be safe, secure environments for students. Therefore, the use of volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

1. Role of Volunteers

A volunteer:

- a. May provide services at or for a school, provided it does not result in the displacement of an employee, subject to these regulations and to the *School Act* and Regulations.
- b. Can complement the skills and expertise of staff so as to enrich learning experiences for students.
- c. Will perform tasks only under the supervision and/or guidance of employees.
- d. Must not be assigned tasks that would violate the privacy of students or the students' families, and will not be provided access to student records.

2. Recruitment, Selection and Training of Volunteers

Recruitment, selection, assignment and training of volunteers are done at the school level. The Principal or Principal's designate shall be responsible for:

- a. Screening and selection of volunteers.
- b. Ensuring that all volunteers having unsupervised access to children authorize the local RCMP office to conduct a Police Information Check with Vulnerable Sector Screening (PIC-VS). The result of this Police Information Check with Vulnerable Sector Screening (PIC-VS) must be satisfactory to the Board. (*See Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)*)
- c. Orientation and training of volunteers
- d. Decisions regarding the continuation or discontinuation of a volunteer's services or a volunteer-based program (it must be recognized that some applicants may not be suitable for volunteer work in a school setting).
- e. Overall supervision of volunteers.

3. Assistance for Volunteers

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:
 - i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
 - ii. Processes of signing in by volunteers.
 - iii. Staff responsibilities with respect to volunteers.
 - iv. Review of school confidentiality requirements for volunteers.
 - v. Emergency procedures, including emergency evacuation, accident procedures.
 - vi. School Code of Conduct.

SCHOOL DISTRICT No. 69 (QUALICUM) – new heading format

BOARD POLICY 302 - ADMINISTRATIVE PROCEDURE

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 3 of 4

- vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern, and providing that permission has been given for the release of the information.
 - b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct
 - c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
 - d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow Board Policy **605: Resolution of Complaints**.
4. Conduct of Volunteers
- Volunteers are required to:
- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
 - b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
 - c. ~~Comply with the requirements of Board Policy No. 4085 – Smoke Free Environment, when volunteering with students.~~
 - d. Comply with the requirements of Board Policy No. 5020 – ~~Co-curricular or Extra-curricular Activities~~. **Field Experiences - Trips**
 - e. Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
 - f. Direct questions and concerns either to the employee with whom the volunteer is working or to the Principal.

Parent Advisory Councils:

The Board supports the involvement of parents through school Parent Advisory Councils (PACs) and the District Parent Advisory Council (DPAC), all in keeping with the School Act and Regulations.

1. Only one Parent Advisory Council per school will be recognized.
2. Each Parent Advisory Council shall apply to the Board for recognition.
3. Each Parent Advisory Council shall work in consultation with the Principal of that school.
4. The Board shall receive a copy of each Parent Advisory Council's constitution and bylaws.
5. Parent Advisory Councils shall follow School District Incident and Claim reporting procedures.

SCHOOL DISTRICT No. 69 (QUALICUM) – new heading format

BOARD POLICY 302 - ADMINISTRATIVE PROCEDURE

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

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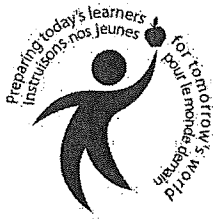
District Parent Advisory Council:

1. The District Parent Advisory Council is established by the Board and functions as outlined in the *School Act* Sec 8.4 and 8.5.
2. The District Parent Advisory Council shall function under its required set of bylaws which are to be filed with the Board; and shall, in its operation, be subject to the *School Act* and Policies of the Board.
3. Each school Parent Advisory Council may elect annually one of its representatives on the District Parent Advisory Council for a term of not more than one year.
4. The District Parent Advisory Council will convene monthly, with the Superintendent of Schools or designate, on dates that do not conflict with Board meetings. The Superintendent or designate or Trustee of the School District may attend in a non-voting capacity.
5. The District Parent Advisory Council shall work in consultation with the Superintendent of Schools or designate and will have access to information regarding District and school programs, policies, procedures and operations.
6. The Superintendent of Schools will assist the District Parent Advisory Council by providing meeting facilities and facilitating the use of district communication systems.
7. The Board will provide an opportunity on the Regular Board Meeting Agenda for the District Parent Advisory Council Chairperson or designate to report to the Board.
8. The District Parent Advisory Council may:
 - a. Advise the Board on any matter relating to education in the school district.
 - b. Provide a communication link between the Board, parents and the community.
 - c. Serve as an advocate for parents and students.
 - d. Identify and bring to the attention of the Board issues and concerns affecting students, parents and schools in the district, with the exception of personnel matters and personal and confidential information about students, parents teachers and other employees or members of the school community.

References:

- *302: Cooperation of School and Learning Communities*
- *Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)*

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION



CONTEXT:

1. The Board of Education recognizes that fluctuating student enrollment patterns may necessitate the closure, consolidation, or reconfiguration of district schools. ~~Such a decision may be considered when an analysis indicates that school closure, consolidation, or reconfiguration is warranted from an educational, demographic or fiscal perspective.~~

2. The Board is responsible for providing the best educational situation for students while effectively managing district resources.

POLICY STATEMENT:

~~The intent of a~~ Any proposed closure, consolidation, or reconfiguration of district schools ~~is to will~~ ensure ~~that these~~ facilities are used ~~as effectively as possible in order that educational resources are focused on programs and services that~~ to support student learning.

Guiding Principles:

~~The Board of Education believes that one of its most significant responsibilities is to provide school facilities throughout the Qualicum School District that will best meet the needs of all students. As a matter of general principle, t~~ **1. The Board believes that students should have the opportunity to attend a school as close to the students' homes as possible. The Board of Education also recognizes that the number, location and configuration of these schools must be considered in the broad context of educational programming needs of students and Board responsibility for stewardship of available resources.**

2. The Board recognizes the importance of maintaining adequate spaces for specialized services such as support services, exploratories and other educational purposes.

~~3. The Board is keenly aware that~~ **understands** schools ~~and their students~~ are an integral part of the community and that any potential closure, consolidation, or reconfiguration of schools is likely to be a matter of considerable public concern. ~~In recognition of this fact, t~~ **The Board will intensively consult with all interested parties engage in consultation with its partner groups and the broader community as soon as a school is considered for closure, consolidation or reconfiguration.**

Definitions:

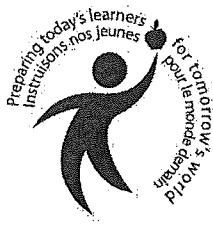
Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- School Act (Sections 22, 65, 73, 85, 100)
- School Opening and Closure Ministerial Order (M194/08)
- Administrative Procedure: School Closure, Consolidation or Reconfiguration



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 304

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 2 of 2

Adopted/Amended:

Adopted: 91.07.09

Amended: 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 00: Board Review
March 03: 09.05.26: 10.04.27: 11.11.22: 15.10.27: Renumbered/Reviewed 19.08.27

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

1. If a review of district educational programming needs, enrollment projections, or budgetary considerations warrants consideration of school closure, consolidation, or reconfiguration, the Superintendent shall present to the Board an analysis of the issues including:
 - a. Enrollment projections for the district and individual schools for a planning horizon of not less than ten (10) years along with a retrospective enrollment analysis of not less than ten (10) years.
 - b. Educational program impacts (diversity, access, resources) of declining or shifting enrollment.
 - c. Capacity analysis of schools.
 - d. Current and projected school utilization rates.
 - e. School condition analysis with any costing for significant anticipated capital expenditures.
 - f. Budgetary and funding formula implications of declining or shifting enrollment.
 - g. A summary of the results of any collaborative community processes undertaken in the review phase.
 - h. Any recommendations for school closure, consolidation, or reconfiguration.
 - i. Analysis of all reasonable options to reduce expenses or increase revenues.
2. The Board will consider the analysis and recommendations of the Superintendent. The options available to the Board at this point would be:
 - a. Conclude that no action or further study is required.
 - b. Seek additional information to inform its decision-making.
 - c. State its intent to consider a motion which would result in school closure, consolidation or reconfiguration and begin the required formal process of public consultation as required by Ministerial Order 194/08.
3. If the Board intends to consider a motion which results in school closure, consolidation, or reconfiguration, the Board will give notice of its intent to do so at a public Board meeting.
4. Before any decision is made, the Board will make clear its proposed plans regarding closure, consolidation, or reconfiguration of schools and initiate a comprehensive public consultation process of no less than ninety (90) days in accordance with the School Act and Ministerial Orders.

This Required formal public consultation process will include, but is not limited to:

- a. Public information meetings.
- b. Meetings with Parent Advisory Councils at the school and district levels.
- c. Meetings with community representatives.
- d. Opportunities for interested community members or groups to provide written submissions.
- e. Public Forums.

The Board will use local media and the district website to advertise the purposes, dates and venues of the public information meetings and public forums in a timely manner which allows individuals or community groups the opportunity to participate.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 2 of 2

The Board will maintain a written summary of the key points raised at each meeting in the required public consultation process.

5. The Board will also carry out a concurrent consultation process with its partner groups including staff at any affected schools.
6. The Board will give due consideration to all input prior to making a final decision with respect to any school closure, consolidation, or reconfiguration.
7. This Policy will comply with Ministerial Order 194/08.
8. The final decision to close, consolidate, or reconfigure a school will be made by the adoption of a bylaw at a Public Board Meeting.

Following a Board decision to permanently close a school under the provisions of this policy, the Secretary-Treasurer will promptly notify the Minister of Education identifying the school name and address, facility number, and date of closure.

Definitions:

Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- *School Act* (Sections 22, 65, 73, 85, 100)
- *School Opening and Closure Ministerial Order* (M194/08)
- *Board Policy 304: School Closure, Consolidation or Reconfiguration*



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).**



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 502

FIELD EXPERIENCES (TRIPS)

Page 2 of 2

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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

FIELD EXPERIENCES (TRIPS)

Page 1 of 5

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** *et,*
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.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

FIELD EXPERIENCES (TRIPS)

Page 2 of 5

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. Category 4 field trip requests will be submitted to the Board's Education Committee of the Whole for review and consideration of referral to the Board of Education. 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.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

FIELD EXPERIENCES (TRIPS)

Page 5 of 5

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:



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Page 1 of 5

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.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Page 2 of 5

- ~~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.



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.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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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

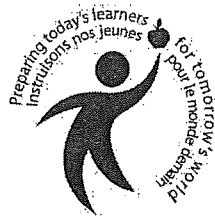
_____ I am considering retiring within the next five years

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*. The Board understands that families may work less than part-time or have non-traditional family earnings and we share our responsibility for living wage provision with individuals, governments and community. 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:

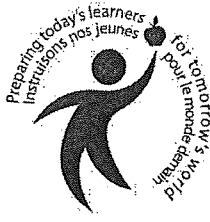
This Policy is to ensure that all School District 69 (Qualicum) staff ~~and~~ service providers ~~and sub-~~**contractors** to our School District who work on School District premises for a specified period of time earn, at a minimum, an hourly *Living Wage* based on calculations which are congruent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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 301

LIVING WAGE

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Living wage does not include:

- a) Debt or credit card repayment
 - b) Any significant savings (for example to provide a down payment 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:

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 301

LIVING WAGE

Page 1 of 2

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). 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.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 301

LIVING WAGE

Page 2 of 2

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

SCHOOL DISTRICT No. 69 (Qualicum)

DRAFT ADMINISTRATIVE PROCEDURE 5030 505

ANIMALS IN SCHOOLS AND WORKPLACES

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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.

DRAFT

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 Schools

APPENDIX III
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

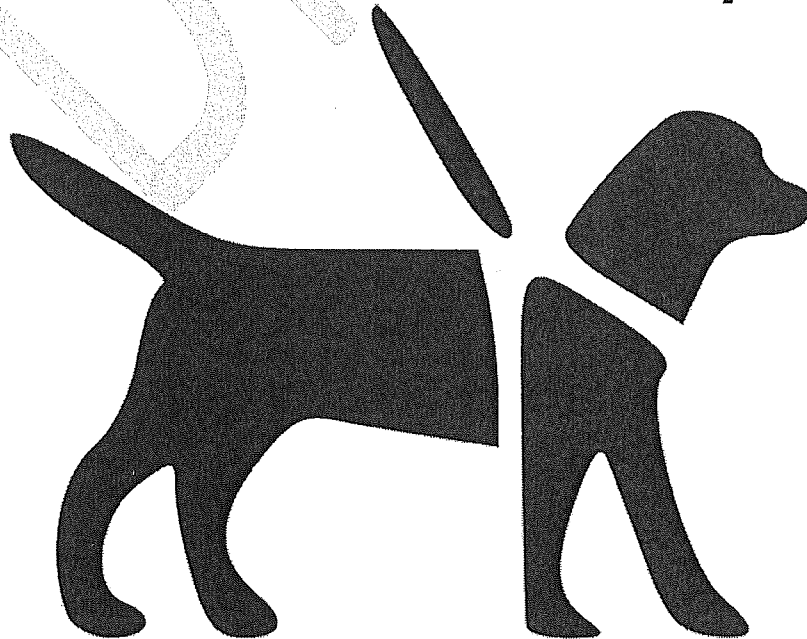
cc: Superintendent of Schools



SD69 QUALICUM

NOTICE:

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





Finance & Operations Committee of the Whole Report
Monday, April 20, 2020
VIA ZOOM
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.*

Acknowledgement of Traditional Territories

Presentation:

None

Project Updates:

- **Ballenas Track Renewal** – Not much to report at this time. The Gala scheduled to take place on April 24th was cancelled. Grants continue to be applied for as they come up. The Steering committee has not met recently but a meeting will be scheduled in the coming weeks. No response has been received yet from the questions sent to the RDN Board.
- **BC Child Care Application (Arrowview)** - Project agreement has been signed off by all parties and work continues on planning and design.
- **COVID-19 Update** – Protocols Implemented over Spring Break – Staff outlined the protocols that have been implemented and discussion included staff access to sites, childcare offerings, and consideration for self-disclosure of staff.

Items for Discussion

- **3RD Quarter Financial Update** – Secretary Treasurer Amos provided an update with the observation that the district is tracking normally financially; however, the next quarter will be quite different as impact of suspension of in-class instruction is felt.
- **2020-2021 Revised Budget Process** – April meetings have been cancelled and will be rescheduled for May. At that time notes from previous meetings will be shared as well as risks associated with this year's budget development.
- **PCTC Joint Use Agreement** – the agreement was circulated prior to meeting and comments were invited. The City of Parksville, Vancouver Island University and the School District will likely meet in May to review the agreement in order to renew.
- **Bike Racks – KSS** – discussion on the need for bike racks at KSS. This was brought forward from work of Climate Action committee and the observation that racks might encourage more biking to school.

Recommendations to the Board

- **Letter from Parksville Lions Housing Society** – The Chair provided background information to the letter and, after discussion on the merits and process, a motion was recommended to be forwarded for approval at the April Regular Board meeting. The motion would request staff to explore the proposal and provide information back to the Board.
- **2020-2021 Capital Plan** – after discussion on the Ministry approved projects which includes the purchase of five buses, with one being electric, the Committee supported the capital plan being presented to the Board for approval at the April Regular Board meeting.
- **2020-2021 Annual Facility Plan** – Chris Dempster, General Manager of Operations, reviewed the plan as presented, highlighting a new boiler for Qualicum Beach Elementary School and additional cost considerations as a result of asbestos abatement protocols. The Committee supported the Plan being presented for approval at the April Regular Board meeting.

Next Meeting Date/Location:

Tuesday, May 19 at 10:30; TBD

CAPITAL BYLAW NO. 2020/21–CPSD69-01
CAPITAL PLAN 2020/21

A BYLAW by the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2020/21 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 5, 2020, is hereby adopted.
- 2. This Bylaw may be cited as School District No.69 (Qualicum) Capital Bylaw No. 2020/21-CPSD69-01.

READ A FIRST TIME THE 28th DAY OF APRIL 2020;
READ A SECOND TIME THE 28th DAY OF APRIL 2020;
READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF APRIL 2020.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2020/21-CPSD69-01 adopted by the Board the 28th day of April 2020.

Secretary-Treasurer



March 5, 2020

Ref: 218161

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

Capital Plan Bylaw No. 2020/21-CPSD69-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2020/21

This letter is in response to your School District's 2020/21 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2019, and provides direction for advancing supported and approved capital projects.

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

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

Below you will see the major capital projects supported to proceed with Concept Plans* as well as minor capital projects from the Ministry's 2020/21 annual capital programs that are approved for funding and are able to proceed to procurement.

*Concept Plan approval is a new step required before a Project Definition Report (PDR) will be supported. Your respective Regional Director or Planning Officer will provide you with more information if you have major capital projects supported to proceed to a Concept Plan.

MAJOR CAPITAL PROJECTS (SMP, EXP)

There are no major capital projects supported to proceed to concept plan or business case.

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

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kwalikum Secondary, Ballenas Secondary	CNCP - Lighting - LED lighting upgrade	\$160,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.
Ballenas Secondary	SEP - Building Enclosure Upgrades - Roof replacement	\$1,300,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.

New projects for BUS

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
9690	C (70-75) with 0 wheelchair spaces	\$140,544	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
0690A	C (70-75) with 0 wheelchair spaces	\$140,544	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
A4690	A2 OVER 6350KG (24-33) with 0 wheelchair spaces	\$84,948	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available

			through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	A2 OVER 6350KG (24-33) with 1 wheelchair spaces	\$96,038	This bus provided as per the BCTEA First Nations Student Transportation Plan Agreement. Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	A2 OVER 6350KG (24-33) with 1 wheelchair spaces	\$96,038	This bus provided as per the BCTEA First Nations Student Transportation Plan Agreement. Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2020/21 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2020/21 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

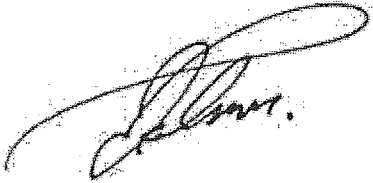
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2020/21 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2021/22 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2020.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Palmer', with a large, sweeping flourish above the name.

Joel Palmer, Executive Director
Capital Management Branch

pc: Rachele Ray, Director, Capital Projects Unit, Capital Management Branch
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Damien Crowell, Regional Director, Capital Management Branch
Alexander Angus, Planning Officer, Capital Management Branch
Geoff Croshaw, Planning Officer, Capital Management Branch



Ministry of Education - Capital Management Branch
Annual Facility Grant (AFG) - 2020-21 Expenditure Plan

Submission Date (YYYY/MM/DD):

District: 69 Qualicum

Name	Email	Phone
Chris Dempster	cdempster@sd69.bc.ca	250-954-3030

FACILITY INFORMATION			PROJECT INFORMATION		ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments	
Springwood Elementary	Replace Bathroom Dividers	\$ 5,000	Facility Upgrade	Yes	Life cycle replacement	
Pass Woodwinds	Outdoor storage	\$ 50,000	Facility Upgrade	No	Program needs	
Ballenas Secondary	North field upgrade	\$ 20,000	Site Upgrade	Yes	Field repair	
Ballenas Secondary	HVAC upgrade	\$ 50,000	Mechanical System Upgrade	Yes	Life cycle replacement	
Kwailikum Secondary	Phase 3 of 3	\$ 80,000	Facility Upgrade	Yes	Life cycle replacement	
False Bay Elementary	Teacherage heating upgrade	\$ 10,000	Mechanical System Upgrade	Yes	Life cycle replacement	
Bowser Elementary	Paving for playground	\$ 15,000	Disabled Access	No	Wheelchair access	
Arrowview Elementary	Chain link fencing for recycling	\$ 5,000	Functional Improvement	No	Fire Dept. compliancy	
Qualicum Elementary School	Remove trees from fence line	\$ 17,209	Site Servicing	No	Protection from animals	
Qualicum Beach Elementary	Upgrade to boiler system	\$ 173,000	Mechanical System Upgrade	Yes	Boilers only-no infrastructure	
Errington Elementary	Add trees to elevation change to parking lot	\$ 3,000	Site Upgrade	No	Sound proofing and astetics	
False Bay Elementary	Security system	\$ 3,000	Electrical System Upgrade	No	Security	
Errington Elementary	Security system upgrade	\$ 8,000	Electrical System Upgrade	Yes	Life cycle replacement	
Errington Elementary	Moving existing playground from French Creek to Errington	\$ 25,000	Site Upgrade	No	Upgrade old playground	
Ballenas Secondary	Flooring replacement 801	\$ 35,000	Asbestos Abatement	Yes	Life cycle replacement	
Ballenas Secondary	Ceiling tile replacement 801, 803, 804, 805, 806,	\$ 25,000	Asbestos Abatement	Yes	Life cycle replacement	
Bowser Elementary	Sewer line repair including asphalt	\$ 13,000	Site Upgrade	Yes	Sewer line under driveway	
Kwailikum Secondary	Washroom upgrades	\$ 12,000	Mechanical System Upgrade	Yes	Life cycle replacement and water reduction	
Springwood Elementary	Ball valve replacement	\$ 2,500	Mechanical System Upgrade	Yes	Life cycle replacement	



PARKSVILLE LIONS HOUSING SOCIETY

241 A Moilliet Street • Parksville, B.C. • V9P 1M8

plhousing@shaw.ca • www.plhousing.ca

March 4, 2020

Board of Education
100 Jensen Ave East
Parksville, BC

Eve Flynn and Trustees,

The Parksville Lions Housing Society, formed in 1975, is a non-profit organization that provides subsidized and non-subsidized housing for low income seniors and families in Parksville, BC. A Board of Directors, comprised of members of the Parksville Lions Club, oversees the operation and management of the Society's rental properties. The Society currently operates three properties: Gillingham Estates - a BC Housing subsidized 20 unit townhouse complex for families, Pioneer Village - a BC Housing subsidized, 33 unit patio home and 2-storey complex for seniors, and Hustwick Place - a 33 unit, 4-storey building for seniors that provides both affordable housing and low end market rent units.

BC Housing has announced new money for affordable housing with subsidy, but we do not have any property that would allow us to apply for this funding. We are writing today to see if there is a possibility that we could partner with District 69 and have you donate or lease us an acre or so of land on the old Parksville Elementary School site. This site would be ideal, as it is in a great location providing access to all local services. We would like to build a complex that would house families and seniors that require affordable housing. We currently have a large waiting list and could fill such a complex as soon as the doors open.

We are hopeful that you will consider this request, and we are available to answer any questions that you may have.

Laurie Nickerson
Executive Director