



## REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 23, 2020

**3:00 pm**

via ZOOM

**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: May 26, 2020 p 1-9
- b. Ratification of In Camera Board Meeting Minutes: May 26, 2020 p 10
- c. Ratification of Special In Camera Board Meeting Minutes: May 13, 2020 p 11
- d. Receipt of Ministry News
  - Nearly 60,000 students return on first day of in-class instruction p 12-13
  - Improving outcomes for First Nations children in care p 14-17
  - Thousands of BC students return for part-time in-class instruction p 18-19
  - BC Summer Reading Club goes virtual: Let's explore our universe p 20-21
- e. Receipt of Reports from Trustee Representatives
  - Oceanside Building Learning Together Coalition – Trustee Young p 22
  - Tribune Bay Outdoor Education Centre Society - Trustee Flynn p 23
- f. Status of Action Items – June 2020 p 24

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 23, 2020, as presented (*or, as amended*).

**5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**

**6. BUSINESS ARISING FROM THE MINUTES**

- a. Update on Letter from Parksville Lions Housing Society p 25

**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. **Educational Programs Update** *(Gillian Wilson/Vivian Collyer)*
- **Update on Kwalikum Secondary Field Experience to Japan 2020**
- b. **Education Planning Update** *(Keven Elder)*

**13. EDUCATION COMMITTEE OF THE WHOLE REPORT***(Laura Godfrey)***p 26  
p 27-36**

- a. **Approval in Principle for a Kwalikum Student Field Experience to Spain/Portugal**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) give approval in principle for a Kwalikum student field experience to Spain and Portugal in March 2021.

**14. POLICY COMMITTEE REPORT***(Trustee Young)***p 37  
p 38-40**

- a. **Board Policy 103: New/Repurposed Facilities**  
*(previously numbered 4003)*

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 103: *New/Repurposed Facilities* at its Regular Board Meeting of June 23, 2020.

- b. **Board Policy 104: Video Monitoring**  
*(previously numbered 4004)*

**p 41-43***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 104: *Video Monitoring* at its Regular Board Meeting of June 23, 2020.

- c. **Board Policy 105: Use of School Facilities**  
*(NEW policy and previously an Administrative Procedure only)*

**p 44-53***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 105: *Use of School Facilities* at its Regular Board Meeting of June 23, 2020.

- d. **Board Policy 100: Sustainable Practices**  
*(previously numbered 4009)*

**p 54-57***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of June 23, 2020.

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- e. **Board Policy 101: Capital Projects: Tendering, Purchase, Disposal** p 58-67  
*(merging of 4001, 4002 and 4007)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 101: *Capital Projects: Tendering, Purchase, Disposal* at its Regular Board Meeting of June 23, 2020.
- f. **Board Policy 302: Communities' and Volunteers' Involvement in our School District** p 68-73  
*(previously numbered 3002)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 302: *Communities' and Volunteers' Involvement in our School District* and its attendant administrative procedures at its Regular Board Meeting of June 23, 2020.
- g. **Board Policy 304: School Closure, Consolidation or Reconfiguration** p 74-78  
*(previously numbered 3004)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* and its attendant administrative procedures at its Regular Board Meeting of June 23, 2020.
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Eve Flynn)* p 79-80
- a. **Annual Five-Year Capital Plan Submission for 2021-2022** p 81-82
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Annual Five-Year Capital Plan Submission for 2021-22 as presented.
- b. **Placing of Playground Equipment for Errington/Coombs/Hilliers Community** p 83
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) request staff to explore options, including costing, for placing playground equipment for the Errington/Coombs/Hillier community.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**  
None
17. **TRUSTEE ITEMS**
- a. **2020-2021 Trustees' Schedule of Meetings** *(Eve Flynn)* p 84-85

**b. Motion to Support Inclusiveness and Social Justice***(Elaine Young)**Rationale:*

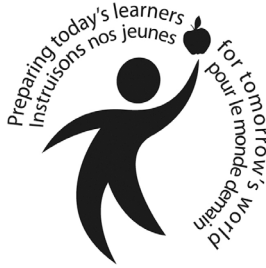
Whereas the resurgence of the Black Lives Matter movement has shown many incidents of hate and discrimination have happened in Canada; and, while schools have made inroads into education toward establishing social justice, forms of discrimination continue to exist and are deeply rooted in systems of government, norms, history, and personal privilege. These structures, and attitudes create barriers to establishing social justice.

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) express support for the Black Lives Matter movement and for the establishment of a socially just community by releasing a public statement of this position; and, further,

**THAT** the Board of Education of School District 69 (Qualicum) encourage all members of our community to actively work toward eradication of barriers by learning about the histories, understanding peoples' lived experiences, and examining personal privilege.

**18. NEW OR UNFINISHED BUSINESS****19. BOARD CORRESPONDENCE AND MEDIA****20. PUBLIC QUESTION PERIOD****21. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, MAY 26, 2020  
3:00 PM  
VIA ZOOM

**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
Kevin McKee	Principal, Nanoose Bay Elementary School Qualicum District Principals/Vice Principals' Association

**Education Partners**

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

**1. CALL TO ORDER**

Chair Flynn called the zoom meeting to order at 3:00 p.m. and reviewed the protocol for the zoom meeting and noted that the meeting was being recorded and would be posted on the district website.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting via zoom on the shared territory of the Coast Salish people and appreciated the Qualicum and Snaw-Naw-As (Nanoose) First Nations for allowing the district to live, work and play on their shared territories.

**3. ADOPTION OF THE AGENDA**

Trustee Godfrey noted there would be a change to the motion for the False Bay School Calendar

**20-51R**

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

**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: April 28, 2020
- b. Ratification of In Camera Board Meeting Minutes: April 28, 2020
- c. Ratification of Special In Camera Board Meeting Minutes: April 17, 2020
- d. Ratification of Special In Camera Board Meeting Minutes: April 8, 2020
- e. Receipt of Ministry News
  - Joint statement on Child and Youth Mental Health Day
  - BCTF, BCPSEA ratify agreement under mandate
  - K-12 students to have optional in-class instruction on June 1
  - Free, live coding workshops for kids
  - BC grads, students to be celebrated by local artists, performers
- f. Receipt of Reports from Trustee Representatives
  - Oceanside Building Learning Together Coalition – Trustee Young
  - Oceanside Community Track at Ballenas – Trustee Young
- g. Receipt of Status of Action Items – May 2020

**20-52R**

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

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 26, 2020, as amended.

**CARRIED UNANIMOUSLY**

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES**

None

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

Deb Comer, President, commented on the following:

- MATA Annual General Meeting was held on May 12, 2020 and Ms. Comer was re-elected as President and Judy Stewart was re-elected as 1<sup>st</sup> Vice President and a new 2<sup>nd</sup> Vice President was elected, Kerri Faa
- A ratification vote was held for local bargaining and the membership voted 99.4% in favour.
- Acknowledgement of Judy Stewart, Acting President during Ms. Comer's absence over the past two months.
- Work of the District Occupational Health & Safety Committee to ensure that there are common safe practices at school sites and to solve any issues that may arise.
- Work of the Joint Health & Safety Committees to develop specific plans for each individual school site.
- Appreciation to all the custodians who have continually maintained the cleanliness of district sites.
- Appreciation for MATA involvement in the 2020-2021 budget process. The Board was encouraged to ensure that students will not notice any change to their school experience during their budget deliberations.

Chair Flynn advised that the Board had also ratified the Local Matters Agreement and thanked everyone for all their work in moving that forward.

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

Sherri Brown, President, advised that, while the new safety protocols can be challenging, they are well defined and she is confident that support staff will all learn to navigate their way through the new routines.

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

No Report

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

None

**11. ACTION ITEMS**

None

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

Vivian Collyer, Director of Instruction, spoke to the following:

- Continuity of Learning and how it relates to June assessment for elementary and secondary students. For all grades, self assessment and self reflection on core competencies remain the same.
- In-person combined with remote learning provided unique opportunities for students including social responsibility, critical and creative thinking, experiential learning opportunities
- Teachers have also had more opportunities to encourage and engage parents to be part of the conversation and more ops for engagement with parents
- The district and scholarship committee are continuing work to determine scholarship recipients.
- Families of students were assured that final transcripts will be on track to the usual timelines so post secondary transitions can proceed smoothly.
- Graduation ceremony plans are continuing in a unique way for an adaptive ceremony i.e. drive-in type to obtain grad certificates. In addition a videographer will be taping all the families and students receiving their certificates and graduating students, speakers and valedictorians will be provided with private access to a YouTube site to view the event.

Gillian Wilson, Associate Superintendent, spoke to the following:

- Further to the June 1 gradual voluntary return to school, the District Principal of Learning Services is working with school-based teams to contact families with children who may be vulnerable or have unique needs.
- Protocols are being put in place to ensure that staff are also feeling safe and supported. The District Health & Wellness Coordinator and the Joint Occupational Health & Safety Committee are working with documents that were sent to schools so each school-based team can determine what procedures to put into place prior to students attending next week
- There are some families not engaged with school system for a variety of reasons and school staff are continuing to reach out to them to follow up.

- The survey to determine which families plan to have their children attend school again as of June 1<sup>st</sup> to school resulted in almost 200 responses. Responses to questions posed by parents/guardians were then sent to families who responded 'maybe' or 'no' and followed up by site-based teams. The numbers of 'yes' responses changed slightly as more information was provided. Approximately 557 students will be attending beginning June 1 which is approximately 35% of the student population.
- Planning is underway to connect with families with children transitioning to Kindergarten.
- Schools are working around transitions for Grade 7s moving to Grade 8 to provide students with information about the high school they will be attending and some of the differences they will experience from the elementary school setting.
- The summer school application process is now open and available on the District website. Registration compared to this time last year is low although that may change as students become aware of courses they still need to graduate.
- Summer programming is also being organized for international students who chose to stay in community to assist them in obtaining BC credit courses in order to graduate with the BC Dogwood Certificate.
- A report on the impact of COVID-19 on international programs was released earlier in the day and staff are reviewing for data and recommendations as well as to determine what the local impact may be on students.
- International student applications are still being received and processed in consideration of any information coming from the Ministry regarding travel restrictions.

**b. Superintendent's Update**

Superintendent Elder commented on the following:

- Continuation of classroom preparation for students in the fall while preparing for the gradual return of students on June 1 through the direction of the government's Restart Plan and requirements from ministry and health officials. While circumstances change on a week to week basis, the district is doing everything to affect the restart and make preparations depending on which stage is being implemented in the hopes that there may be a change to have a Stage 1 restart in September. This is done through Health & Safety protocols which have been established.
- The gradual restart was pre-empted by the gradual return of district staff over past 2 weeks with a full return this week and feedback has been positive.
- Staff are following up with employees who have requested a conversation prior to returning to work, including some who require medical accommodations and others who may need to move onto some form of leave due to live circumstances.
- Childminding was provided over the past few weeks at one site and moved to students' home school for this week. As of June 1, childminding will cease now that children of essential service workers can attend school full time.
- K-5 students will attend 2 days a week and students in Grade 6 through 12 will attend 1 day a week. In some cases that may be more if space allows. Staff are ensuring that safety protocols are working and will adapt as required.



- Planning continues regarding the workload for teachers for both in-class and remote learning.
- The General Manager of Operations is working with bus drivers to organize busing for those students who require transportation. The plan is to keep to the normal routine so the buses run on the same schedules with the same bus stops. Some adjustments may be needed depending on ridership and safety protocols will be implemented for riders and bus drivers as well.
- Guidelines will be coming out from the government in the near future regarding the opening of school playgrounds within certain protocols.

### 13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Godfrey expressed appreciation to the two students from Ballenas and Kwalikum Secondary Schools who gave presentations at the meeting. Reports on Capstone Projects were provided for two students who were unable to attend by the administrators from Kwalikum Secondary School.

#### a. 2020-2021 False Bay School Calendar

##### 20-53R

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

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the school calendar for False Bay School for the 2020-2021 school year only as presented.

CARRIED UNANIMOUSLY

#### b. 2020-2021 School Fees

Trustees discussed the merits of approving school fees for school activities which may not be offered due to the pandemic.

##### 20-54R

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the 2020-2021 School Fees, on an as needed basis, as presented.

CARRIED UNANIMOUSLY

#### c. Field Experiences

Trustees requested clarification on the process regarding field experience requests. The topic will be discussed further at the Policy Committee of the Whole to outline the process more clearly.

The Board noted that it would be vetting all future Category 4 field trip requests to ensure they provided educational value. If a trip is not approved, that would not prevent an alternative local opportunity with educational value being provided to students.

### 14. POLICY COMMITTEE OF THE WHOLE REPORT

Trustee Young noted that a written report will not be provided as the recommendations being brought forward from the committee speak for themselves.

It was also clarified that while policies require three readings to be adopted or amended, administrative procedures only require one reading; usually with third and final reading to adopt a new or amended policy.

**a. Board Policy 100: Sustainable Practices (previously numbered 4009)**

**20-55R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

**b. Board Policy 101: Capital Projects: Tendering, Purchase, Disposal**

*(merging of 4001, 4002 and 4007)*

**20-56R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 101: *Capital Projects: Tendering, Purchase, Disposal* at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

**c. Board Policy 302: Involvement of Communities and Volunteers**

**20-57R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 302: *Involvement of Communities and Volunteers* at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

**d. Board Policy 304: School Closure, Consolidation or Reconfiguration**

*(previously numbered 3004)*

**20-58R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

**e. Board Policy 502: Field Experiences (Trips)      *(previously numbered 5020)***

**20-59R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* and its attendant administrative procedures at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

**f. Board Policy 617: Selection and Assignment of Exempt Leadership Staff**  
(previously AP Only)

**20-60R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 617: *Selection and Assignment of Exempt Leadership Staff* and its attendant administrative procedures at its Regular Board Meeting of May 26, 2020.

CARRIED UNANIMOUSLY

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

Chair Flynn referred to the committee report as provided in the agenda package noting that, although delayed due to the pandemic, planning will continue on the Oceanside Community Track at Ballenas project.

**a. 2019 Carbon Neutral Action Report (CNAR)**

**20-61R**

*Moved:* Trustee      *Seconded:* Trustee

**THAT** the Board of Education of School District No. 69 (Qualicum) receive the 2019 Carbon Neutral Action Report as presented.

CARRIED UNANIMOUSLY

**b. 2020/2021 Annual Budget Bylaw**

Secretary Treasurer Amos reviewed the process undertaken to determine the 2020-2021 budget. Priorities were shifted due to the impact of the pandemic and the documents are the results of those conversations and within the context of the funding formulas and changes that have impacted some of our funding sources. He then outlined the areas where there would be some shortfalls and reductions made in the budget to recover the \$1.5m shortfall.

Trustees then discussed the options presented to balance the budget, particularly that of the social emotional teaching position, the possibility of additional future impacts of COVID-19 on the budget, and what reductions might be reinstated should additional revenue be identified.

Trustees then debated passing all three readings of the budget bylaw, considering the changing landscape of the pandemic and the affects on teacher staffing as it related to the for the upcoming year and the local collective agreement.

**20-62R**

*Moved:* Trustee Flynn      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2020/21 fiscal year at its Regular Board Meeting of May 26, 2020.

DEFEATED

**20-63R**

*Moved:* Trustee Flynn *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,330,357 or the 2020/21 fiscal year.

CARRIED UNANIMOUSLY

**20-64R**

*Moved:* Trustee Flynn *Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,330,357 for the 2020/21 fiscal year.

CARRIED UNANIMOUSLY

A special budget meeting will be scheduled prior to June 11<sup>th</sup> for further discussion of the proposed budget and third reading of the Annual Budget Bylaw.

**c. Request from City of Parksville to Rename Room 100**

Chair Flynn noted that, while the District had received a request from the City of Parksville to rename Room 100 to the name of a longstanding community volunteer, it appeared that the process has already moved forward and the decision taken out of the Board's hands. Given than information, the Board determined that it would be a moot point to deny the request.

**20-65R**

*Moved:* Trustee Flynn *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) respectfully deny the request from the City of Parksville to rename Room 100.

DEFEATED

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

None

**17. TRUSTEE ITEMS**

None

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

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

- Request to return to the 6:00 p.m. public board meeting time whether in person or on-line.
- Request to maintain the same specialty teachers as in 2019-2020.

**21. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 5:00 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



# IN-CAMERA MEETING

SECTION 72 REPORT  
May 26, 2020

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## ATTENDEES:

### Trustees

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

### Administration

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent
Brenda Paul	Director of Human Resources

The Board of Education discussed the following topics:

- Labour Relations
- Personnel
- Land
- Board of Education Scholarships

The Board of Education approved motions regarding the following matter:

- Board of Education Scholarships

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Chairperson

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Secretary Treasurer



# SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT  
May 13, 2020

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## ATTENDEES:

### Trustees

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

### Administration

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following matter:

- Labour Relations

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

- Labour Relations

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Chairperson

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Secretary Treasurer

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## INFORMATION BULLETIN

For Immediate Release  
2020EDUC0037-000999  
June 2, 2020

Ministry of Education

### **Nearly 60,000 students return on first day of in-class instruction**

VICTORIA – The Government of British Columbia reopened in-class instruction to all students on Monday, June 1, 2020, with about 30% of expected enrolment in attendance.

At the high end were Grade 6 students at 48.3% of expected enrolment, while Grade 12 students were at the low end with 14.5%. These numbers reflect only the first day of the return to part-time, in-school learning. Other students will gradually be back in their classrooms over the course of this week.

As part of Stage 3 of B.C.'s return to schools, all families have been given the option to have their children back in classrooms for the remainder of the 2019-20 school year.

Kindergarten to Grade 5 students are limited to 50% of the school's capacity, with a half-time or alternating schedule. Grade 6 to 12 classes are limited to 20% of the school's capacity and approximately one day a week.

Children of essential service workers and students who need more support will continue to be offered full-time classroom instruction.

Families who choose not to send their children to school are still being supported by teachers remotely. Schools are designating specific time for teachers to focus on remote education.

If families change their minds about in-class learning, they are asked to contact their child's school as soon as possible so the school can plan to support the child.

All school districts have health and safety plans approved by the Ministry of Education that follow strict guidelines provided by the provincial health officer and WorkSafeBC.

Some of these health and safety measures include:

- limiting the number of students in school, avoiding groups or gatherings of students in hallways or other common areas and taking students outside more often;
- regular cleaning of high-contact surfaces like door knobs, toilet seats, keyboards and desks at least twice a day, and cleaning the school building at least once a day;
- staggered drop-offs, lunch and recess breaks, with increased outside time; and
- asking staff and students (or their parents/guardians) to assess themselves daily for symptoms of COVID-19, with clear policies not to come to school if unwell. If any student or staff member has even mild symptoms, arrangements will be made for that person to be returned home.

Local safety plans are posted on each school district's website for parents to access.



**Learn More:**

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

To find a local school district, visit: <http://www.bced.gov.bc.ca/schools/bcmap.htm>

**Contact:**

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

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



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## NEWS RELEASE

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **Improving outcomes for First Nations children in care**

VICTORIA – Indigenous children and youth in government care and former youth in care are entitled to consistent and reliable support at school, home and in their communities, to ensure they get the most out of their school years and are set up for success in life.

The First Nations Children and Youth in Care Protocol, signed May 26, 2020, commits the Province and First Nations to work together to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of Indigenous children and youth in care, and former youth in care through legislative, policy and practice reform.

“Indigenous children in government care deserve to have consistent, culturally relevant support and a close connection to their communities,” said Rob Fleming, Minister of Education. “We know that kids thrive when they feel a sense of belonging, and that’s why it’s so important for First Nations communities to be involved in how their children are educated and in what services they receive in school.”

Work will include easing transitions into the school system, from grade to grade, and out of the school system to post-secondary or the workforce. The protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.

“This protocol is a key milestone and we are confident that it will provide a strong foundation for our collaborative work to support improved education outcomes for current and former First Nation children and youth in care,” said Tyrone McNeil, president, First Nations Education Steering Committee (FNESC). “We look forward to working with First Nations leadership and the Province to create systemic shifts to achieve this.”

While approximately 12% of the student population in B.C. is Indigenous, about 67% of youth in care identify as Indigenous. Indigenous children and youth in government care experience poorer education outcomes than students in the general population. For example, the 2016-17 six-year public school completion rate for Indigenous students in government care in B.C. was 44.1%, while the public school completion rate for all students in B.C. was 83.7%.

“Our government is dedicated to providing Indigenous children and youth with the supports they need to succeed,” said Katrine Conroy, Minister of Children and Family Development. “That’s why we are working to improve their educational outcomes and well-being and to

better address the over-representation of Indigenous youth in care.”

This builds on broader government efforts to prioritize children and youth in care throughout their lives, including the post-secondary Tuition Waiver Program, a new K-12 education supplement, supporting Indigenous communities to exercise jurisdiction over Indigenous child welfare, and an increase this year of \$5 million in funding to help children and youth in care connect to their culture and heritage as part of Budget 2020.

“Indigenous children who have aged out of care now have the opportunity to attend any of the 25 public post-secondary institutions, Native Education College or 10 union trades-training providers tuition-free through the Provincial Tuition Waiver Program,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “This was a call to action from many Indigenous leaders and advocates. This new protocol recognizes that reconciliation is a key pillar to our government and that by working together, we can create more positive conditions for Indigenous children and youth to successfully graduate from high school and pursue their dreams and aspirations through the skilled trades or post-secondary education. Supporting youth in and from care to cross the finish line lifts up our families and communities. As the saying goes, ‘A rising tide lifts all canoes.’ ”

The new protocol commits all signatories to develop a strategic plan and meet twice a year to review progress toward the common goal of addressing systemic barriers facing Indigenous students who are either currently in care and or who have aged out of care.

Grand Chief Stewart Phillip, President of the Union of B.C. Indian Chiefs, said: “The education and child welfare systems have historically harmed our children and families in devastating ways. We are in a time of change and opportunity, with First Nations exercising self-determination in choosing the path forward and creating the systemic shifts that are necessary. Through the signing of this protocol, the Province has agreed to support that work moving forward. Now it is time to put talk into action.”

To ensure programs and supports are reaching the children who need them, an information sharing agreement has also been signed between the Ministry of Education and the Ministry of Children and Family Development to track the outcomes of children and youth in care. The information agreement will ensure school districts are able to identify children and youth in care who would benefit from additional supports in a way that respects their privacy and confidentiality.

“This protocol presents an incredible opportunity for us to create meaningful changes in the lives of our children and youth and to breathe life into the UN Declaration by having Indigenous peoples guide and lead these changes”, said Lydia Hwitsum, First Nations Summit Task Group member. “This is long overdue, and I look forward to working together to ensure that our children are provided the best possible opportunity to grow and to succeed.”

Two backgrounders follow.

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## BACKGROUND 1

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **What people are saying about the protocol**

#### **Regional Chief Terry Teegee, BCAFN —**

“We need to take every necessary action for our children and youth in care to succeed in the education system and in their lives. As First Nations people, we have called for these types of changes for many years and I am grateful for the commitment of the Province that is represented within this protocol to advance these changes in partnership with First Nations leadership.”

#### **Scott Fraser, B.C.’s Minister of Indigenous Relations and Reconciliation —**

“As part of our shared journey to true and lasting reconciliation, the Province is working in collaboration to create better outcomes and brighter futures for Indigenous children. This new protocol supports the collective work being done to implement the UN Declaration on the Rights of Indigenous Peoples in our province, building an even stronger, more inclusive and more just B.C.”

#### **Jennifer Charlesworth, representative for children and youth —**

“This protocol between the provincial government, FNEESC and FNLC should help ensure that a greater focus is placed on closing the long-standing gaps in educational outcomes for Indigenous children and youth, something that the auditor general has called for and that we have echoed, most recently in our 2017 report Room for Improvement: Toward Better Education Outcomes For Children In Care.”

#### **Contact:**

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

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



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## BACKGROUND 2

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **Facts about improving education for First Nations children in care**

- In 2019, B.C. became the first jurisdiction in Canada to pass legislation to implement the UN Declaration on the Rights of Indigenous Peoples into all laws and policies. The B.C. Declaration on the Rights of Indigenous Peoples Act sets out a process to align BC laws with the UN Declaration and guide the Province's work with First Nations through the recognition of the inherent right of self-determination, including jurisdiction over education and child welfare.
- The Province has a mandate to move forward on the implementation of the Calls to Action of the Truth and Reconciliation Commission, including to ensure that Indigenous children are provided with equitable services and support to those of non-Indigenous children.
- In 2018, the Province of B.C., the Government of Canada and FNESC entered into the five-year BC Tripartite Education Agreement, which commits the parties to work together to make systemic shifts (i.e., legislative, policy and practice reforms) to support successful educational outcomes of all First Nations students, no matter where they live in the province.
- The Ministry of Children and Family Development is also investing \$30 million over three years to help cover monthly living expenses while children and youth in care finish high school or attend post-secondary, life skills and/or rehabilitation programs up to their 27th birthday.
- To support educators in responding to situations of trauma, the ministry has created resources available at: [erase.gov.bc.ca](http://erase.gov.bc.ca)
- A new professional standard was introduced in 2019 that requires all K-12 teachers in B.C. to commit to truth, reconciliation and healing, and to integrate Indigenous world views and perspectives into learning environments.

### **Contact:**

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

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## NEWS RELEASE

For Immediate Release  
2020EDUC0040-001029  
June 7, 2020

Ministry of Education

### **Thousands of B.C. students return for part-time in-class instruction**

VICTORIA – More than 157,000 kindergarten to Grade 12 students, representing nearly 30% of B.C.'s total school population, were back in classrooms during the first week of the province's gradual return to schools for in-class instruction under new health and safety guidelines.

"B.C. is fortunate to be in a position where we can welcome students and staff back to schools in greater numbers under the guidance of public health experts who have put in stringent and thorough health and safety measures that make it safe to do so," said Rob Fleming, Minister of Education. "The opportunity for part-time in-class instruction between teachers, support staff and students has been welcomed by families who have exercised that choice.

"And those connections have been valuable for a significant number of B.C. families. We value the collaborative approach with school districts, education unions, principals and vice-principals, parent organizations and WorkSafeBC all working together to keep schools safe for students and staff, now and into the future."

As of June 1, all kindergarten to Grade 5 students have the option to attend school half-time, while students in grades 6 to 12 can attend school the equivalent of one day a week. Students attending schools are limited to current density targets of 50% for kindergarten to Grade 5, and 20% for grades 6 to 12. Children of essential service workers and students who need additional support are still welcome to attend schools full-time this month.

"Boards of education have made extraordinary efforts in every district to ensure a smooth return to in-class learning," said Stephanie Higginson, president, BC School Trustees Association. "The stories from students who attended school last week are overwhelmingly positive with expressions of joy at being able to see friends and teachers. Staff have worked hard to implement health and safety protocols in every school. Parents and students can be confident that districts are following the best public health advice to ensure a safe learning environment for everyone."

All B.C. school districts have publicly available health and safety plans that reinforce the guidelines set out by B.C.'s provincial health officer, WorkSafeBC and the Ministry of Education.

If families change their minds about in-class learning, they are asked to contact their child's school as soon as possible so the school can plan to support the child.

#### **Learn More:**

Students, parents, guardians and teachers can find health and safety guidelines, learning resources and accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions, online:

<http://www.gov.bc.ca/SafeSchools/>

Parents and families are encouraged to access resources that support students learning from home: <https://www.openschool.bc.ca/keeplearning/>

To find a local school district, visit: <http://www.bced.gov.bc.ca/schools/bcmap.htm>

**Contact:**

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

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

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## NEWS RELEASE

For Immediate Release  
2020EDUC0041-001052  
June 14, 2020

Ministry of Education

### **BC Summer Reading Club goes virtual: let's explore our universe**

VICTORIA – For the first time, the public libraries' BC Summer Reading Club (BC SRC) is being offered virtually to young readers and their families, thanks to a \$65,000 investment from the Government of British Columbia.

This literacy program is usually offered in person. This year, as work continues to flatten the curve of COVID-19, young readers will be able to follow their passion for reading and still participate by registering and tracking their progress online.

"Fun and engaging programs like the BC Summer Reading Club that help our kids strengthen their literacy skills and stay motivated to keep reading over the summer are even more important this year," said Rob Fleming, Minister of Education. "I'm so pleased this incredibly popular program will continue this summer with expanded online features thanks to the great work done by library staff and the BC Library Association."

The BC SRC is a free literacy program offered through B.C.'s 71 public libraries to children ages 5-14. Online registration for BC SRC will open Monday, June 15, 2020, and children and families can access the new website until the end of September. Some of the new online features that have been added to the program include:

- digital badges for reaching reading goals, as well as a certificate of completion for finishing the program;
- live events and video demonstrations, including hands-on crafts and experiments;
- weekly stay-at-home activity packages; and
- a dashboard for parents/guardians to track their kids' reading progress and the digital badges they have earned.

All reading counts and participation is easy. Kids can read whatever they want, including story books, information books, graphic novels and comic books, in whatever language they feel most comfortable reading in. They can also listen to someone else read or tell stories. Parents and guardians can register their kids on the BC SRC website, selecting their library and accessing some activities to do at home. This year's theme is Explore Our Universe, featuring illustrations by B.C. artist Bambi Edlund.

Families are asked to contact their local library to find out about their local programs as branches throughout B.C. have been impacted differently by COVID-19.

The Province's investment is part of its recently announced digital initiatives funding through the BC Library Association (BCLA), in partnership with the BC Libraries Cooperative, to enhance the BC SRC's website and make online participation possible.



The BC SRC is sponsored by the British Columbia Library Association and public libraries, with annual support from the Ministry of Education's libraries branch and CUPE BC. More Information about the BC SRC is also available in several languages on its website.

**Quotes:**

**Christine Middlemass, president, BCLA –**

"BCLA is pleased and proud to work with public libraries to deliver the Summer Reading Club to B.C.'s families and children. With the addition of the Summer Reading Club online registration website, we believe families will have greater access to a library program that supports literacy, reading and summer fun."

**Cynthia Ford, provincial co-ordinator, BC SRC –**

"The BC Summer Reading Club is a fantastic way for children and their families to maintain and build literacy skills, and to connect to their library community. B.C. libraries do an incredible job of ensuring the program meets the specific needs of their community, and we invite all children and their families to 'Explore Our Universe!' at [bcsrc.ca](http://bcsrc.ca) and beyond."

**Quick Facts:**

- This year, for the first time, the BC SRC has created a What is the BC Summer Reading Club? brochure. This brochure has been created to welcome and support the participation of newcomer families in the BC SRC. It has been translated into multiple languages and is intended for use by libraries, settlement organizations and community groups: <https://kidssrc.libraries.coop/about-us/newcomer-brochures/>
- In 2019, BC SRC reached more than 173,085 children in more than 200 communities.
- The BC SRC has been in operation for almost 30 years.
- In B.C., there are 71 public libraries, 247 service locations and six library federations, serving 99% of B.C.'s population.

**Learn More:**

Kids and parents can watch a video about this year's theme and sign up for Summer Reading Club here: <https://bcsrc.ca/>

View the news release about the B.C. government's recently announced digital initiatives investment, Families throughout B.C. to benefit from enhanced digital library services: <https://news.gov.bc.ca/releases/2020EDUC0019-000652>

Learn more about local libraries: <https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/public-libraries>

**Contact:**

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



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Building Learning Together Coalition  
**Meeting Location:** Zoom  
**Meeting Time:** Noon; June 4, 2020

### *Mission Statement:*

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

### *Our Vision:*

Thriving children, families and community

### *Our Goals:*

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

### *Items Discussed:*

1. Mission, vision and goals  
Noted that the goals are broad and require strategies and plans.  
Agreed to continue with the same Mission, vision and goals
2. 2000 days (and beyond) through a COVID lens  
How children socialize has been changed as a result of the restrictions of COVID  
Observing that anxiety in families (often especially parents) has increased  
Observed that the crisis has made vulnerable families more vulnerable and has made some families vulnerable that were able to cope previously.  
Concern about “second wave anxiety”  
Problems with accessing daycare and social support have impacted women in particular.  
  
How do we create resiliency? ... may need to redo the community inventory and to rethink our strategies.
3. Programs for summer and fall  
**RDN** – Summer day camps at 50%, Outdoor programs have begun. For fall, possibly shorter-term planning instead of the Active Living Guide.  
**Island Health** – Very busy. More cooking at home and so more information available on nutrition and food security. Changes are coming in management due to retirement.  
**Pacific Care** – Conferences usually happen in September – no plans yet.  
**ELCO (the group planning childcare for the region)** – Childcare is a very serious community need and more support is needed from the province.  
**ACRA** – families are getting out more to be active. Planning is difficult for ACRA as they use community facilities and each has a different protocol.  
**OHWN** – looking for new partners. Going through a renewal.  
**OBLT** – Continuing with care packages, YouTube videos, professional development and activity packages. WOW bus has done a drive around celebration and circle time/connect time have ended. Storybook Village will go through an update this summer as programs are shut down.

**Date of Next Meeting:** September 10, 2020



## Tribune Bay Outdoor Education Centre Society Report

Report Writer: Eve Flynn, Trustee

The Tribune Bay Outdoor Education Centre Society (TBOECS) and Governing Committee met in February 27, 2020 for their Annual General Meeting. The Directors and members received the Annual Report, Financial Statements and projections for the coming year at the site. Also underway at this time, SD71 (Comox Valley) commissioned an analysis of the Centre and its mandate to provide district-wide environmental programs for SD71 and SD69 students and Outdoor Education to interested third parties.

All things were going well until COVID 19 forced the closure of all Parks in BC including Tribune Bay. The Managers of the Centre created a new Society Balance Sheet considering the short and long term liabilities and prospects for operations over the next 6 months. All camps and groups have been cancelled and a refund policy will be implemented as required. Staff were laid off or not hired per the usual plan. This is in place until the end of October 2020.

In early June the TBOES Directors received a reopening proposal and safety plans from the Site Managers along with a revised operational/budgetary plan to December 2020.

It is hoped that through June/July/August day camps will be offered to Hornby Island residents and overnight camping for family groups (July/August).

The TBOECS and Governing Committee Members are being kept well informed.

## SCHOOL DISTRICT 69 (QUALICUM)

### STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Climate Action Task Force</b> December 17, 2019 <b>THAT</b> 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>	Secretary Treasurer/ Operations & Maintenance Manager	In process	
<p><b>Climate Action Symposium</b> December 17, 2019 <b>THAT</b> 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>	Climate Action Task Force Members	Has been decided to move timeline from spring 2020 to fall 2020	Fall 2020
<p><b>Use of Common Space for Artwork</b> March 10, 2020 <b>THAT</b> 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, <b>THAT</b> this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	Deferred due to COVID	
<p><b>Letter from Parksville Lions Housing Society</b> April 28, 2020 <b>THAT</b> 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, by the June Board meeting</p>	Superintendent/Secretary Treasurer/ General Manager of Operations	In process	



## PARKSVILLE LIONS HOUSING SOCIETY

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

[plhousing@shaw.ca](mailto:plhousing@shaw.ca) • [www.plhousing.ca](http://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



**Education Committee of the Whole Report**  
**Tuesday, June 16, 2020**  
**VIA ZOOM**  
**3:30 p.m.**

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

**Attendees:** Trustees Laura Godfrey (Chair), Eve Flynn, Barry Kurland, Julie Austin; Keven Elder, Superintendent of Schools; Gillian Wilson, Associate Superintendent; Vivian Collyer, Director of Instruction; Ron Amos, Secretary Treasurer; learning grant teams of teaching staff and PVP.

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATIONS:**

- **Learning Grant Projects**

Great presentations from teachers, highlighting their learning grant findings. While the presentation time was short, and COVID-19 was a contributing factor in some learning being interrupted, the Trustees could see the value in these grants. We all enjoyed the presentation and will allot more time for presentations next year.

- **Kwalikum Secondary School Category 4 Field Experience Request for Approval in Principle to Spain/Portugal**

KSS teacher, Jared Abel, presented the educational merits of the Spain/Portugal trip. He spoke of the Comparative Culture 12 curriculum big ideas, about visiting 8 UNESCO heritage sites, and about the preamble and follow up that would happen in his classroom, before and after the trip.

There were many questions from Trustees and a show of support from the MATA president and the Chair of DPAC.

The Administrative Procedures to Board Policy 502: *Field Experiences (Trips)* states that all Category 4 field trips must go before the Education Committee of the Whole for a review of the merits of the trip. The request for approval in principle for the KSS student trip to Spain and Portugal in March 2021 resulted in extensive debate and discussion.

**3. RECOMMENDATIONS TO THE BOARD OF EDUCATION**

**a. Approval in Principle for Kwalikum students' Field Experience to Spain/Portugal**

Based on the aforementioned conversations regarding this trip, the committee recommended that the following motion be forwarded to the regular public board meeting for board deliberation:

*THAT the Board of Education of School District 69 (Qualicum) give approval in principle for the Kwalikum Secondary student trip to Spain/Portugal trip over Spring Break, March 2021.*

**4. QUESTION PERIOD**

**5. NEXT MEETING DATE**

- Tuesday, September 15 at 3:30 (Venue TBD)

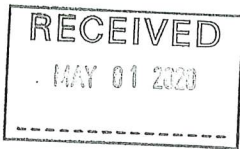


FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

Out of Province but within Canada and/or Continental USA or Off-Continent



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

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
Will the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
Educator-in-charge to forward following information to School Principal for review and approval:
Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
Parent Information Letter
Schedule/Itinerary
Class List
Third Party Waiver (if applicable)
DRAFT Service Provider Proposal, Agreement and/or Contract
In addition to above information, Educator-in-charge MUST have on file:
FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
Principal to forward copy of following information to District Office for review and Board of Education approval:
Cover letter from Educator-in-charge
Letter of Support from Principal requesting preliminary approval from the Board of Education
FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
Parent Information Letter
Schedule/Itinerary
Third Party Waiver (if applicable)
DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY
Educator-in-Charge: Jaret Abel
Proposed Destination: Portugal and Spain
Proposed Departure Date: March 17, 2021 Proposed Return Date: March 28, 2021
Area of Study: Social studies Grades:
Educational Purpose of Trip: Experiential Learning
Total No. of Students: 35
Total Projected Cost: \$3500/ student
Projected Cost per Student: \$3500 Projected Built-in Cost per Teacher: Projected Cost to Teacher (if any): \$500
Proposed Excursion Details (Planning Form attached): [X] Yes [ ] No ( If no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.
Indicate if supervisors will be teachers, volunteers or other:
6:1 ratio

Category 4 Out of Province Field Experience - Preliminary Approval
Table with 3 columns: Name, Date, Signature. Rows for Educator-in-Charge (Jaret Abel), Principal (Lori Marshall), and Board of Education.

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



FORM SD69-FE14  
 Category 3 and/or Category 4 Field Experience  
 Educator-in-charge Checklist Form

TO SUPPORT AND GUIDE THE EDUCATOR-IN-CHARGE PLANNING THE FIELD EXPERIENCE

Destination: Portugal and Spain Date(s) of Trip: Spring Break 2021

Educator-in Charge: Jaret Abel Grade/Class/Course: 10-12

<input checked="" type="checkbox"/>	Met	?	Need more information
<input checked="" type="checkbox"/>	Not Met	N/A	Not applicable

Met	Criteria
<input checked="" type="checkbox"/>	Administrative process respected (e.g. proposal submitted to appropriate administrator in time to be considered)
<input checked="" type="checkbox"/>	Off-site experience accessibility/eligibility policy addressed (e.g. equal access, voluntary participation, if appropriate; special needs addressed, alternative activity for non-participants)
<input checked="" type="checkbox"/>	Educational value of the trip is evident (e.g. goals, student learning outcomes, curricular connections)
<input checked="" type="checkbox"/>	Trip is appropriate to the students (e.g. age/grade, preparation and follow-up)
<input checked="" type="checkbox"/>	Duration of the trip is appropriate and can be accommodated in the school calendar
<input checked="" type="checkbox"/>	Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate
<input checked="" type="checkbox"/>	Itinerary and activities are outlined and fit the objectives
<input checked="" type="checkbox"/>	The group appears adequately prepared for the field experience (e.g. knowledge, skills, attitudes, fitness, clothing, equipment)
<input checked="" type="checkbox"/>	Information to be given to parents/guardians is appropriate for the type/duration of the field experience
<input checked="" type="checkbox"/>	Parent/guardian information meeting date is planned, if holding one is appropriate for the field experience (e.g. overnight trip)
<input checked="" type="checkbox"/>	Parent/guardian Consent forms to be collected (e.g. consent to attend, consent to secure medical treatment)
<input checked="" type="checkbox"/>	Relevant student health and medical information to be secured from parent/guardian
<input checked="" type="checkbox"/>	Additional insurance needs addressed, if relevant (e.g. out-of-province medical, hospital care)
<input checked="" type="checkbox"/>	Budget and financial arrangements appropriate (e.g. financial accessibility, legality of any fees charged as per School Fees policy)
<input checked="" type="checkbox"/>	Transportation arrangements acceptable (type of vehicle and type of driver) and parental consent secured
<input checked="" type="checkbox"/>	Supervision plan is appropriate for group, activities and sites/areas
<input checked="" type="checkbox"/>	Plan to ensure all participants are clear re: behavioural expectations and consequences
<input checked="" type="checkbox"/>	If overnighing, accommodation arrangements are acceptable (e.g. hygiene, security)
<input checked="" type="checkbox"/>	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)
<input checked="" type="checkbox"/>	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.
<input checked="" type="checkbox"/>	Safety Plan is appropriate (e.g. procedures for managing the key inherent risks of the activities, environments, and participants)
<input checked="" type="checkbox"/>	Emergency Plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g. training, kits, communications, equipment, back-up transportation, Emergency Services access)
<input checked="" type="checkbox"/>	Destination contact and phone number (e.g. outdoor centre, camp, local authority(ies))
<input checked="" type="checkbox"/>	List of documents teacher will carry (e.g. trip plan, permits, passenger lists, medical conditions, and emergency contacts of participants)
<input checked="" type="checkbox"/>	Office to receive copy of finalized trip plan, signed consent forms, passenger lists and names of no-shows
<input checked="" type="checkbox"/>	Is there an appropriate plan in place to evaluate the field experience (e.g. criteria for success, process to evaluate)
<input checked="" type="checkbox"/>	Other relevant information unique to particular field experience. Specify:

Comments:

Educator-in-charge Name (please print): Jaret Abel Date (day/month/year): 28/04/20 Educator-in-charge Signature: *Jaret Abel*

Principal Name (please print): Lori Marshall Date (day/month/year): 28/04/20 Principal Signature: *L Marshall*

BASIS FOR DISCUSSION WITH PRINCIPAL OR DESIGNATE





Category 3 and/or Category 4 Field Experience

Educator-in-Charge Planning Form

School:	KWALIKUM SECONDARY		Destination:	Portugal and Spain	
Trip Date:	Spring break 2021		Departure Time:	Return Time:	
Educator-in-Charge:	Jaret Abel				
Phone:	250 951 5228		Email:	Jabel@sd69.bc.ca	
Area of Study:	Social Studies- Comparative Cultures				
Purpose of Trip:	Experiential Learning				
Grade/Homeroom:	10-12		# of Students:	Up to 24	
<b>SUPERVISOR NAMES (PRINT NAMES BELOW)</b>			<b>STAFF (S) / VOLUNTEER (V) / OTHER (O)</b>		
Educator-in-Charge:	Jaret Abel- staff				
Other Supervisor:	Lori Marshall- staff				
Other Supervisor:	TBD- Based upon enrollment				
Total # Supervisors:	Every 6 students who commit brings in another supervisor				
Name of Service Provider ("SP") (if applicable): EF tours					
SP Contact Person Name: Yasmine Methadi			SP Telephone #: 1 778 372 2066		
<b>TRANSPORTATION (CHECK ALL THAT APPLY)</b>			<b>ESTIMATED COST OF TRIP</b>		
<b>Method:</b>	<b>Driver:</b>		<b>Sources of Funding (e.g. cost/student, other sources):</b>		
<input type="checkbox"/> Walking	<input type="checkbox"/> Professional Driver		EQUAL ACCESS FOR ALL STUDENTS:		
<input type="checkbox"/> School Bus	<input type="checkbox"/> Volunteer Driver (staff/other supervisor)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached		
<input type="checkbox"/> Public Transit	<input type="checkbox"/> Other (specify):		<b>Special Needs Addressed:</b>		
<input type="checkbox"/> Charter Bus			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached		
<input type="checkbox"/> 15 passenger van			<b>Alternative Activity for Non-participants:</b>		
<input type="checkbox"/> Rental Van			<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input checked="" type="checkbox"/> By Service Provider			<b>Contingency Plan:</b>		
<input type="checkbox"/> Other (specify):					
<b>EDUCATIONAL VALUES</b>					
Goals and/or Student Learning Outcome: Students are to be exposed to an experiential learning opportunity. They will be able to learn how to travel successfully, increase their independence/ confidence and gain an appreciation for cultures outside of Canada. The trip will be connected to the Comparative Cultures 12 course.					
Activity(ies) that will occur (or include on Attached Program/Activity/Trip Plan and/or Itinerary Card): attached					
Student Preparation (e.g. re: knowledge, skills, attitudes, fitness): Students will be having lunch time meetings to identify travel expectations and to pre-load them with information on the strategies to travel comfortably, what to expect in the airports, and highlights of the cities we will be travelling to. Discussions regarding safety will also occur.					
Follow-up Activity(ies) that will occur: Completion of an IDS course.					
<b>SAFETY GUIDELINES</b>					
I am familiar with relevant Board policies, district procedures, the School District 69 (Qualicum) Field Experiences Resource Book, and the YouthSafe Outdoors: Safety First! Guidelines for BC School Off-Site Experiences (2005): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Safety Plan: Briefly describe (or attach in Detailed Trip Plan) the risk assessment and safety planning process to address any key risks related to the environment (e.g. weather, terrain/site, wildlife):					
Activity (e.g. transportation, outdoor pursuits/aquatic specific):					
Group (e.g. clothing, equipment, water, food, behavior): Buddy system, cell phone, emergency support numbers and travel agency support					
<b>SUPERVISION PLAN</b>					
Briefly describe the supervision processes to be used (e.g. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision [constant visual, on-site, in the area], other elements of supervision plan as relevant: Students will be required to use the buddy system. Cell phone numbers will be exchanged with students so that they are able to text the supervisors if any challenges arise. There is the support of a professional travel agency who provides identifying backpacks so that students can rapidly find assistance if need be. Braclets with important contact information is provided too.					
<b>VOLUNTEER PLAN</b>					
Process to identify volunteer candidates:					
Volunteer screening processes (check all that apply): <input type="checkbox"/> Criminal Record check <input type="checkbox"/> Reference check					
Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom):					
<b>EMERGENCY PLAN</b>					
Contingency kit(s) carried (stocked and accessible) (check all that apply):					
<input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Repair <input type="checkbox"/> Survival					
Emergency communications technology carried/available (check any and all that apply):					
<input type="checkbox"/> Telephone <input checked="" type="checkbox"/> Cell Phone <input type="checkbox"/> Satellite Phone <input type="checkbox"/> Radio (VHF, UHF) <input type="checkbox"/> None					
<input type="checkbox"/> Other (specify):					
Name of Primary First Aider:			Current Certification Held:		
Name of School Contact Available (24/7):					
Home Phone:		Work Phone:		Cell Phone:	
<b>EVALUATION:</b>					
Criteria for success of off-site experience: Completion of a survey that highlights rooms for future growth on the part of the tour organizers					
Process to determine success: Parent and student feedback					
Educator-in-Charge Name (please print):		Date (day/month/year):		Educator-in-Charge signature:	
Jaret Abel		28/04/20			
Principal Name (please print):		Date (day/month/year):		Principal Signature:	
Lori Marshall		28/04/20			
ORIGINAL: SCHOOL OFFICE			COPY: EDUCATOR-IN-CHARGE		



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmmarshall@sd69.bc.ca](mailto:lmmarshall@sd69.bc.ca)  
Vice-Principal: Lesley Rowan, [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

April 20, 2020

Board of School Trustees  
School District #69 (Parksville/Qualicum)  
PO Box 430, 499 W. Island Highway  
Parksville, BC, V9P 2G6

Dear Board of School Trustees,

At this time, I would like to apply for agreement in principle for a trip to Portugal, Gibraltar and Spain during Spring Break 2021. I am planning to take a group of approximately 35 students with the support of 5 other teachers. I am applying in advance so that we may begin to provide opportunities for the students to fundraise and to save their money over the summer months. As well, early approval will allow our school to add the trip to the school calendar. We are aware that the world is in a state of upheaval due to the Coronavirus outbreak but want to plan that things will be returned to a measure of normal by then.

The specific objectives that have been identified are

- Create a life time memory of historical sites/knowledge acquirement
- Develop appreciation for the impact of the Moorish culture and bear witness to sites that are associated with it
- Install a sense of our intercultural world
- develop personal confidence

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be difference and similarities between cultures of Europe and Canada. Additionally, it will expose the students to the Moors culture which will build tolerance and understanding for the Islamic religion. This trip will ideally be co-curricular in design as the students have been encouraged to enroll in Comparative Cultures 12.

Sincerely yours,

Jaret Abel  
Travel Club Coordinator

Lori Marshall  
Teacher Chaperone



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [Imarshall@sd69.bc.ca](mailto:Imarshall@sd69.bc.ca)

Vice-Principal: Lesley Rowan, [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

Vice-Principal: Adam Stefiuk, [astefiuk@sd69.bc.ca](mailto:astefiuk@sd69.bc.ca)

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April 29, 2020

School District 69 (Qualicum)  
PO Box 430, 100 Jensen Avenue East  
Parksville, BC  
V9P 2G5

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Portugal and Spain for Spring Break 2021. This trip has been planned by teacher Jaret Abel.

Please see attached itinerary for details.

We would ask that the Board grant approval in principle for this exciting trip.

Respectfully submitted,

Ms. Lori Marshall  
Kwalikum Secondary School

Copy: Jaret Abel

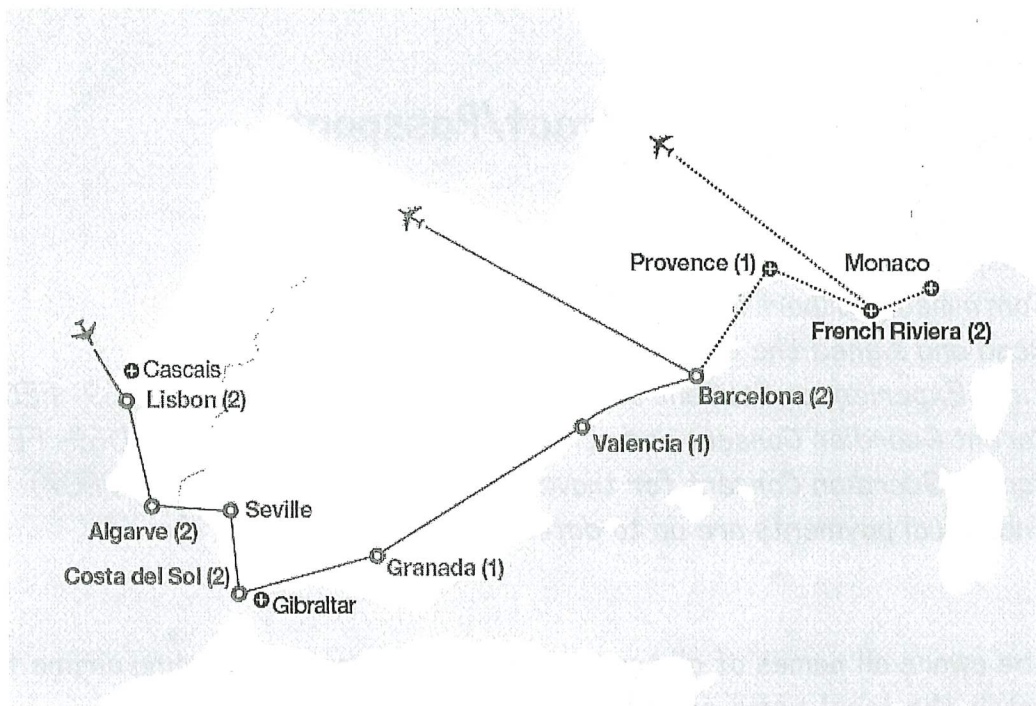
# Welcome to Europe 2021!

(Portugal, Spain)



## Educational Tours

International travel for teachers and students



<http://www.eftours.com>

The information you are about to read has been compiled from the EF Tour website and from the teachers that have travelled with EF before. It is recommended that you visit the EF website before your trip. This guide and the website will answer many questions and help make your trip memorable.

**There are four important words to remember when traveling abroad**

***Go with the flow!***

luggage including up and down stairs. If it is too heavy, start unpacking. So bring what you need and nothing you don't. Any non-essential items, such as jewelry, should be left at home. Remember you are only allowed **one suitcase** (maximum loaded weight 50 lbs) and **one carry-on bag**. As an added thought, list or better yet video record the contents of luggage prior to travel in the advent of a loss. Do not over pack!

## **SUGGESTED CHECKLIST OF ITEMS TO TAKE WITH YOU ON YOUR TRIP**

- \_\_\_\_\_ **PASSPORT - DO NOT LEAVE HOME WITHOUT IT**
- \_\_\_\_\_ Money belt
- \_\_\_\_\_ Travel mug for coffee and tea
- \_\_\_\_\_ Portable charger- photo opportunities result in depleted batteries
- \_\_\_\_\_ Cell phone plan (texting is great to have)
- \_\_\_\_\_ A copy of the tour itinerary (supplied in February 2020 meeting)
- \_\_\_\_\_ A list of important phone numbers, email addresses and an address book (to send postcards home)
- \_\_\_\_\_ One suitcase labeled with identification tags. The brighter the suitcase the better! Tie something bright onto your suitcase so you can pick it out right away. (Dollar stores sell Canadian flag luggage tags.)
- \_\_\_\_\_ After packing, take out 25% of the stuff. Start the trip with your neatly packed checked bag being half to three quarters full.
- \_\_\_\_\_ A watch (BE ON TIME)
- \_\_\_\_\_ Power converters (for electrical items such as hairdryers)
- \_\_\_\_\_ Camera
- \_\_\_\_\_ Windbreaker or rain coat
- \_\_\_\_\_ Sweatshirt with hood

## Airplane Carry-on bag

There is a limit of one bag per person, which must be removed from carry-on luggage and placed separately in a screening bin at airport security. Here's a short list of things travelers might need on the first day of the trip. These should be packed in the carry-on bag in case their larger suitcase is delayed.

- Toothbrush and toothpaste (remember, toothpaste needs to go in a one-quart Ziploc bag, and can't be bigger than 3 oz)

The maximum quantity of liquids or gels permitted in carry-on baggage is 100ml/100g (3.4 oz.) per article. These items must be placed in one clear, closed and re-sealable plastic bag no larger than one litre (one quart). Bottles of water are never permitted through the security checkpoints.

- Hairbrush
- Contact lens case/glasses
- A full change of clothes (in case luggage is delayed or worst lost!)
- Medication

Copy of any prescriptions (Customs officials may want to verify that a container's contents match its label, so all medication should be carried in its original container.)

- Any valuables
- Personal headphones for watching TV on the airplane
- A book to read!

## Daypack

Your daypack could be your flight carry-on bag as well as being your backpack to carry each and every day while on tour. Each day will begin very early and you will want to dress in warm layers. As the day progresses, you can take off the warm layers of cloths and put them in your backpack. Backpacks are also useful for carrying souvenir items you might want to purchase throughout the day.

A strong word of caution! Pickpockets exist in Europe. They are very clever people and you will not be able to tell a professional pickpocket out in a crowd. Be prepared for crowded places and lineups!

## **Tipping**

It is customary to tip your tour director, bus driver and, on occasion, the local guides for a job well done. We will be collecting \$150/ traveler at the February meeting.

## **Groups/Chaperones/Rooms**

You will be put into groups of travel groups of 6 people and assigned a chaperone for the trip. In the hotels, the number of people in a room can vary, which will mean that we must be flexible for rooming arrangements. Rooming lists will be planned for between 2- 4 students to a room. On occasion, our students will be rooming with students from other school groups

# A Few Parting Tips

Go with the flow.....you will enjoy your trip so much more if you follow this advice!

Be aware this is a school trip and as such all school rules must be adhered to at all times too!

BE ON TIME. WEAR YOUR WATCH. Other EF tour groups will be sharing a bus with our group. The buses, planes, tour guides have to leave on time!

We are traveling internationally and have to be at the airport 3 hours ahead of our scheduled plane departure.

Read a bit about where we are going to or browse the internet using the cities as key words in your searches.



**June 23, 2020 Report to the Board of the  
Policy Committee of the Whole Meeting held June 15, 2020**

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**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 Snaw-Naw-As and Qualicum Bands for sharing their territory with us.

Recommended to the June Public Board Meeting for first reading. Administrative Procedures attached for information.

- Policy 103 New/Repurposed Facilities
- Policy 104 Video Monitoring
- Policy 105 Use of Facilities

Recommended to the June Public Board Meeting for second reading. Administrative Procedures attached for information.

- Policy 100 Sustainable Practices
- Policy 101 Capital Projects: Tendering, Purchase and Disposal

Recommended to the June Public Board Meeting for third reading.

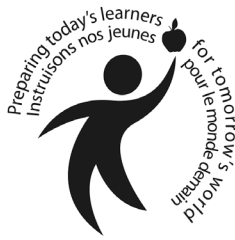
- Policy and Administrative Procedures 302 –Communities’ and Volunteers’ Involvement in our School District.
- Policy and Administrative Procedures 304 – School Closure, Consolidation, or Reconfiguration

Future Topics –September Meeting of the Policy Committee of the Whole

- Financial Reporting
- Accumulated Operating Surplus
- School Generated Funds
- Emergency (COVID based) New Policy and AP

Next meeting of the Policy Committee of the Whole:

- September 14, 2020 – Via Zoom or TBD

**Context:**

The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be ~~utilized~~ **used** in planning for new/repurposed facilities and ~~for major additions to existing facilities.~~

**Policy Statement:**

The Board of Education expects that all new School District 69 facilities shall have an official opening ceremony carried out within a consistent set of procedures **will be used primarily to support the education of students.**

**Guiding Principles:**

1. **The Board believes that all facilities should be safe for all students, teachers and community members.**
2. **Facilities should be built, operated or upgraded to be efficient, cost effective and environmentally sound.**
3. ~~The Board of Education believes that it is preferable that School District 69~~ **All** facilities **will** be named after places of local historical, **Indigenous**, or geographical prominence.
4. **Facilities will allow for students, schools and communities to use them as availability permits.**
5. **No facilities, nor portions of facilities, will be named after people.**

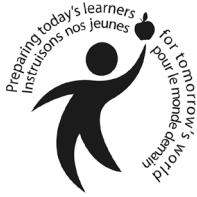
**Definitions:****References:**

- Administrative Procedures: New/Repurposed Facilities
- **The School Act, Sections 74-01**
- **The Freedom of Information and Protection of Privacy Act.**

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended:



**SCHOOL DISTRICT No. 69 (QUALICUM)**  
**BOARD POLICY 103 - ADMINISTRATIVE PROCEDURES**  
**NEW/REPURPOSED FACILITIES**

Page 1 of 2

**This Administrative Procedure describes those procedures that will be used when the Board of Education undertakes the design and construction of new or repurposed facilities. This does not apply to ongoing maintenance or renovations, rather major projects including both new builds and major renovations that come with repurposing a school or district facility.**

**I. PLANNING**

- a. Prior to ~~sketch plans being initiated~~ the initiation of planning, a consultation meeting ~~process~~ shall take place with **be undertaken that will involve** the Architect **(if assigned)**, Principals ~~school administration or district staff responsible for the facility~~, the staff assigned to the school or building, students (where appropriate), parents, representatives of the community **(as appropriate)**, ~~the~~ Secretary Treasurer, the Superintendent of Schools, **Associate Assistant Superintendent of Schools** (or designates), Trustees **and representatives of the Canadian Union of Public Employees (CUPE) Local 3570, the Mount Arrowsmith Teachers' Association (MATA) and the District Parents Advisory Council (DPAC).**
- b. From the initial consultation meeting, a ~~Building~~ Project Planning Committee shall be established. The Trustee representative on the ~~Building~~ Project Planning Committee shall regularly report to the Board on the progress of the project until completion.
- c. Consultation with the ~~Building~~ Project Planning Committee shall continue through the working drawings stage to ensure that all requests are considered in the plans and that all specifications are within Ministry of Education guidelines.
- d. The ~~Building~~ Project Planning Committee shall consider all requests which are submitted for inclusion in the design of the new ~~school~~ **or repurposed facility.**

**II. NAMING**

- a. The Superintendent of Schools shall convene a representative committee to collaborate on the naming of each new facility, **or in the case of a repurposed facility the possible renaming of the facility.**
- b. The Committee shall present a short list of names, in order of preference, to the Board of Education.
- c. **All facilities will be named after places of local historical or geographical prominence.**
- d. The final decision shall remain the responsibility of the Board.



**III. OPENING CEREMONIES**

- a. A formal request shall be made to the Minister of Education to officially name and open ~~that~~ **the new or repurposed** facility, in accordance with Section 73(1) of the *School Act*.
- b. There shall be an official opening of all new **or repurposed** facilities within three months of completion.
- c. A date for the official opening of the school ~~or~~ **new or repurposed** facility shall be set in consultation with the Board of Education, staff and partner groups.
- d. A plaque shall be prepared for the official opening which will contain ~~the following~~ information **deemed appropriate by the Board of Education**.
  - ~~i. Trustees serving on the Board at the time the tender for the building was let.~~
  - ~~ii. Ministry official or other dignitary who is invited to open the school.~~
  - ~~iii. The names of the Superintendent of Schools and the Secretary Treasurer holding office at the time of the tender of the building.~~
  - ~~iv. Date of the official opening.~~
  - ~~v. The name of the Architect involved in the construction of the facility.~~
- e. Cost incurred for refreshments at an official opening shall be at the Board's expense.
- f. Former trustees involved in the planning stages of the facility, the parents of students attending the school, other members of the community, public officials, **other people involved with the school or facility**, and the media shall be invited to the official opening **of the new or repurposed facility**.

**References:**

- Board Policy 103: New/Repurposed Facilities

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended:



**Context:**

**The Board of Education has responsibility for ensuring the safety of all people and to prevent damage or theft from district properties.**

**Policy Statement:**

The Board of Education supports the judicious use of video monitoring systems in the District and also believes that the privacy of individuals should be protected

**Guiding Principles:**

1. The Board supports the judicious use of video monitoring systems to protect district facilities **and properties including school buses.**
2. The use of video monitoring must be strictly controlled by Administrative Procedures in compliance with the *Freedom of Information and Protection of Privacy Act* (FOIPP Act) guidelines.

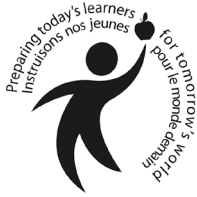
**References:**

- Administrative Procedures: Video Monitoring
- The School Act, Sections 74-01
- The Freedom on Information and Protection of Privacy Act

**Dates of Adoption/Amendments:**

Adopted: 1999.12.14

Amended: June 03: 10.02.23: 10.11.23: 16.08.31



**This Administrative Procedure is written in support of Board Policy 104: Video Monitoring**

**1. Written Policy**

- a. Each site using video monitoring systems shall prepare written procedures consistent with Board policy and the administrative procedure and the *Freedom of Information and Protection of Privacy Act* (FOIPP Act).
- b. All staff shall be made aware of the policy and administrative procedure.
- c. Policies and administrative procedure will be made available through the District website.
- d. ~~All policies and administrative procedures~~ **In the interest of ensuring currency, this policy and administrative procedure** shall be subject to review on a regular basis at each site.

**2. Camera Location, Operation and Control**

- a. The installation of new and permanent video monitoring equipment at a school ~~may only~~ will occur if the only **with prior approval of the school's** Parent Advisory Council (PAC).
- b. Cameras shall only be installed in identified public areas **and in school district buses**.
- c. Areas chosen for monitoring shall be ~~where monitoring is a necessary and viable deterrent to dangerous or illegal activity,~~ **as required for the purposes of protecting the safety of individuals in a school facility or on school land or the belongings of those individuals, or the school property itself,** or where the camera may provide important information for district planning purposes (e.g. traffic flow).
- d. Cameras shall not be positioned in areas where individuals have a right to expect privacy, i.e. washrooms, change rooms, staff rooms.
- e. Cameras shall not be directed so as to monitor private property.
- f. Only authorized personnel shall have access to the video monitoring equipment.

**3. Protection of Information and Disclosure**

- a. Security and retention of recorded images will be the responsibility of a designated Principal/Vice Principal or management employee.
- b. Disposal and destruction of recorded images shall be consistent with Board Policy No. 9004-9000.
- c. Monitors shall be located in a secure area and positioned in such a way as to avoid public viewing.
- d. Disclosure of information shall be consistent with the **Freedom of Information and Protection of Privacy** (FOIPP) Act.

**4. Public Awareness**

- a. The public shall be made aware of the existence of video monitoring by signage at visible points.

**5. Audits**

- a.** The use of video monitoring systems shall be subject to audit at all times by both school and district administrative staff.



**b.** **School district staff will cooperate with any legal audit or review by** the Office of the Information and Privacy Commissioner, ~~may conduct periodic audits of video monitoring systems.~~

**6. Review**

- a. Under the terms of the School Act, the Board must conduct an annual review that assesses whether the installation and operation of video monitoring equipment is accomplishing the purposes set out in ~~the opening paragraph of the policy statement.~~ **Section 2.c above.**

**7. Use of Information Collected**

- a. Use of video monitoring in the District shall at all times comply with the FOIPP Act guidelines for the collection of information.
- b. Video monitoring may be used to detect or deter crime; for inquiries and proceedings related to law enforcement; and for research (i.e. the nature of area usage, traffic patterns, or particular camera systems).

**8. Access to Personal Information**

- a. Individuals subject to video monitoring have the right to request access to recorded images under Section 5 of the FOIPP Act.

**References:**

- Board Policy 104: Video Monitoring
- The School Act, Sections 74.01
- Freedom of Information & Protection of Privacy Act

**Dates of Adoption/Amendments:**

Adopted: 1999.12.14

Amended: 2010.02.23: 10.11.23: 16.08.30



**Context:**

The Board of Education recognizes that, while its job includes ensuring that facilities are used for their intended purposes and maintained to the highest standard, these facilities also are an integral part of the larger community. As such, the Board should ensure that procedures are in place that see to effective rental or community use, security of property, effective use of sports field and playgrounds, and appropriate use of the Lasqueti teacherage

**Policy Statement:**

The Board supports the community by allowing use of available facilities when not in use for educational purposes.

**Guiding Principles:**

1. Facilities will be used first and foremost in support of the education of students.
2. Security of all school district facilities and grounds should be paramount in district planning and operations.
3. When not in educational use, facilities should be available for rental or lease to community partners, or groups.
4. Teacherages will be first offered to School Staff, and then to other members or departments of the School District.
5. Should a building become available, the Board will encourage and seek out long-term leases.
6. All rentals and leases will be charged a fee that will cover the costs of hosting the community activity and may reflect fair market value.
7. Outdoor facilities, including sports fields and playgrounds should be well designed in collaboration with school administration, and should be made available to the community through joint use agreements where possible..
8. When not being used by the School District, outdoor facilities may be available for public use.

**Dates of Adoption/Amendments:**

Adopted:

Amended:





**This Administrative Procedure is intended to provide procedural support for Board Policy 105 in four specific areas:**

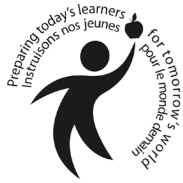
- I. **Rentals and Community Use**
- II. **Security of Property and Assets**
- III. **Sports/Grounds Areas and Site Playgrounds**
- IV. **Lasqueti Teacherage (Housing)**

**I. RENTALS AND COMMUNITY USE**

The Board of Education believes that school facilities, when not required for school use, may be made available for use by the community and that school facilities should be used as extensively as possible. Rental rates and procedures are **will be in place** to ensure ~~there is no additional cost attached to the school district's budget~~ that facilities and grounds are provided to community users at a rate that provides net revenue to the school district as possible and appropriate, knowing that in certain cases rental rates will be cost recover only.

**PROCEDURES**

- 1. With the exception of school use, all users must have specific authorization for use of school facilities and equipment.
- 2. The Board of Education has established the following user priority for the use of school facilities and equipment:
  - a. **School Programs:**  
School programs including extra-curricular activities and school-based organizations. These are programs which support the learning objectives of particular schools and include activities sponsored by PACs, school teams and school clubs.
  - b. **Youth Programs:**
    - i. **Volunteer Instructors**  
Groups operating solely for youth under 18 and where they use volunteers to organize and teach activities. Eg. Scouts, Girl Guides, district youth sports associations, etc.
    - ii. **Paid Instructors**  
Groups operating solely for youth under 18 and where paid instructors organize and teach activities. Eg. RDN Recreation Commission programs
  - c. **Non-Profit Organizations/Adult Recreation Groups:**  
Groups which have paid instructors or organizers for activities and all adult groups.



d. **Commercial:**

Profit oriented and non-resident individuals and organizations.

Organizations which charge their members/participants and involve paid organizers and/or instructors who are funded either directly or on a fees for services basis. (Political or religious organizations are included in this group).

3. **Applications:**

- a. All applications are processed by the School District's General Manager of Operations.
- b. Applications must be made at least 21 days prior to the event taking place.
- c. The applicant must receive a booking confirmation from the General Manager of Operations prior to using a district facility (*approval from a school principal is not valid.*)

4. **Bookings:**

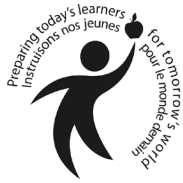
- a. Groups who have had a regular booking satisfactory to the Board in the previous school year will have until June 30 to renew their booking. After this date, bookings will be made as they are received.
- b. Preference for early evening times will be given to youth programs.
- c. School principals will advise the Operations & Maintenance Department of space availability by July 1 and January 1 of each year.

5. **Rental Fees:**

- a. Rental fees shall be paid in full at the end of August, the end of December, and the end of June.
- b. Fees will be charged as listed in Schedule "A".
- c. The Board may demand, in full or in part, payment of the rental fee at the time application is made. Should payment be refused on demand, the rental agreement will not be approved.
- d. Bookings may be cancelled without cost if notice of cancellation is received by the Secretary-Treasurer or the Secretary Treasurer's designate 24 hours prior to the booking date. The Renter will pay the full rental fee if notice is not received as stipulated above.
- e. Rental of school buildings does not include use of school or classroom equipment. Use of such equipment and associated costs must be determined in discussion with the school's principal.
- f. School activities, tournaments or other programs (carnivals, auctions, etc.) that require custodial services on Saturdays, Sundays, holidays, or after normal hours shall be invoiced for custodial costs.

6. **User Responsibilities:**

- a. Renters must comply with all Board administrative procedures (including those which prohibit use of tobacco or alcohol on school district property).
- b. Renters may be requested to provide the booking confirmation to the custodian at the site.
- c. Access is limited to the area and times identified by the rental application.



- d. Renters may bring into the school their own equipment or props. Such equipment and props must be removed prior to the following school day unless otherwise authorized by the principal. Failure to do so will result in the equipment or props being removed at the Renter's expense.
- e. The Renter is responsible for any damage and repairs to the premises and the equipment, furniture, fixtures and chattels.
- f. The Renter is responsible for any costs involved in securing facilities left open by the Renter.
- g. Renters must leave the facilities and equipment in the condition and location that they were found.

**7. Supervision:**

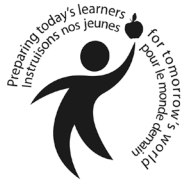
- a. The custodian in charge is the Board's representative in monitoring the conduct of the users, to ensure that the regulations are followed, and that no damage is caused to school property.
- b. A custodian must be on duty at all times when school buildings are in use after school hours, except when otherwise approved by the Operations & Maintenance Manager or designate.
- c. All groups using school facilities shall:
  - i. identify to the custodian the individual appointed by the organization who is responsible for the group
  - ii. provide adequate security for the area being rented and proper supervision of participants
  - iii. comply with Board administrative procedures and direction from the custodian

**8. Cancellation:**

- a. School use of facilities shall have priority over community use. Schools must provide to the Operations and Maintenance Department two weeks advance notice of any scheduling changes in order to give community users suitable notice for cancellation.
- b. The Board reserves the right to terminate any approved rental agreement.
- c. Users who have not paid in full within 30 days of invoicing shall be excluded from further use until the fee is paid in full.
- d. Failure to comply with the administrative procedures of the Board may result in cancellation of the rental agreement.

**9. Insurance and Liability:**

- a. The renter will indemnify the Board from all manner of actions, causes of action, suits, debts, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the contract.
- b. Proof of liability coverage must be provided upon application.
- c. The renter will provide the District with a Certificate of Insurance with minimum limits of \$5,000,000 prior to using the facility. Such coverage will include Tenants Legal Liability and will name the District as an additional insured.
- d. The renter shall indemnify and pay to the Board forthwith upon demand for any loss, damage or power wastage occurring to the property of the



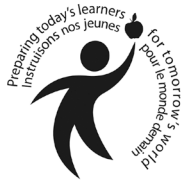
Board, either directly or indirectly as a result of the use of the facilities under the terms of this agreement.

## II. SECURITY OF PROPERTY AND ASSETS

### Security

The Board of Education believes that access to school district facilities should be controlled, and that a system should be maintained that does not impede access for authorized use.

1. The Operations and Maintenance Department shall:
  - a. Be responsible for the cutting and distributing of all keys within School District No.69 (Qualicum).
  - b. Be responsible for providing keys to district office staff as required.
  - c. Ensure that a record is kept of all keys cut and distributed to the schools or district staff.
  - d. Ensure that District alarm systems are properly maintained and monitored.
  - e. Advise principals in writing of all improper or unauthorized access as reported by the monitoring service.
2. Each Principal or designate shall:
  - a. Be responsible for the distribution of all door and alarm keys for their school staff, except to Operations and Maintenance staff and custodians.
  - b. Ensure his/her staff are aware of the opening and closing procedures and aware of this policy.
  - c. Maintain an up-to-date registry of all keys within his/her jurisdiction.
  - d. Maintain a daily register of building entries after hours.
3. Staff members shall:
  - a. Arrange access by obtaining an entry/alarm key from the school Principal or Designate
  - b. Disarm the alarm system upon entering the building and ensure the front door remains locked or that access is controlled and the facility is secured during the period of their use.
  - c. Enter name and details of visit in register, giving time of entry and departure.
  - d. Upon departure ensure that:
    - i. there are no persons in the building
    - ii. the alarm system is activated
    - iii. the building is secure
4. The Monitoring Service shall:
  - a. Monitor district alarm systems.
  - b. Report all fault (trouble) alarms to the Operations and Maintenance Department.



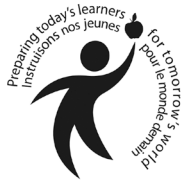
## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 105 – ADMINISTRATIVE PROCEDURES

#### USE OF SCHOOL FACILITIES

Page 5 of 9

- c. In the first instance report all fire alarms to the relevant fire hall and then to the Operations and Maintenance Department emergency phone number.
  - d. Report all intruder alarms to the district security runner service.
  - e. Report all personal panic alarms to the district security runner service.
  - f. Report all high water-high sewer alarms in the first instance to the district security runner service and then to the Operations and Maintenance Department emergency phone number.
  - g. Report all buildings with low temperature alarms to the Operations and Maintenance Department emergency phone number.
5. The District Security Runner Service shall:
- a. Respond to alarm calls from the monitoring service.
  - b. Respond to calls from designated district staff for emergent work.
  - c. Send regular reports to the Operations and Maintenance Office.
6. Access to district facilities during non-operating hours is restricted to authorized school district employees.
7. Authorized access is granted by the Secretary Treasurer or designates (principal, vice-principal).
8. Staff wishing to access the school during Christmas, Spring or Summer breaks must confirm with the General Manager of Operations or designate to ensure there will be no conflict with the safety, security, planned maintenance or renovation projects.. Facility uses must be scheduled and booked as per Administrative Procedure – Rental and Use of School Facilities and Equipment.
9. A key control system is to be established by district administration in accordance with administrative procedures approved by the Board.
10. Community Use
- a. Keys will be issued by the Operations and Maintenance Department Office for:
    - i. facilities use as required and returned after use is complete.
    - ii. joint use through the District 69 Recreation Commission.
11. Lost Keys  
Individuals or groups who lose a key may, as required to maintain the security of district assets, be subject to either of the following at the discretion of the General Manager of Operations:
- a. \$50.00 charge.
  - b. actual cost of re-keying any or all buildings.
12. Any person not complying with proper entry procedures, which results in a runner service callout, will be held responsible for absorbing the cost incurred by the District, and will be invoiced by School District 69 (Qualicum). A first warning will be provided before invoicing for cost recovery.



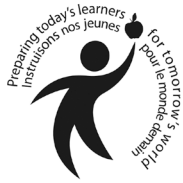
### Damage to Buildings and Equipment

The Board of Education believes that a student who has caused willful damage to school property be subject to engaging in restorative processes including restitution for damage caused.

13. When a student has been identified as having damaged buildings and/or property, the principal will contact the parents by phone and/or registered letter indicating the circumstances involved and the school's procedure in assessing damages.
14. The Superintendent of Schools will be notified by telephone and by letter of the student involved and the extent of the damage.
15. The Operations and Maintenance Department shall assess the cost of repair and/or replacement.
16. The Secretary Treasurer may invoice the student/parent for the cost of the damage indicating that an appeal may be made through the Secretary Treasurer to the Board of Education.
17. This does not limit School Protection Branch from further civil action.
18. In special circumstances, a student may negotiate school/community service as a form of compensation.

### III. SPORTS/GROUNDS AREAS AND SITE PLAYGROUNDS

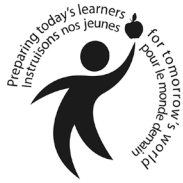
1. The proposed design for a sports/grounds area and/or school site playground must be submitted to the General Manager of Operations for review as to appropriate construction methods and to the Health and Safety Committee for review.
2. The General Manager of Operations, in consultation with the school Principal, will approve a location for the sports/grounds area and/or school site playground that will not impede future development to a school nor conflict with existing underground services.
3. The General Manager of Operations will periodically inspect the construction of the sports/grounds area and/or school site playground to ensure that appropriate construction and safety standards are met.
4. The General Manager of Operations and the appropriate inspection authorities, will provide a final inspection and will provide those building the structure with a written confirmation either accepting the structure or indicating any modifications required to make the structure acceptable.



5. The Board may support the building of a sports/grounds area and/or school site playground with its own equipment and/or materials where such support does not disrupt maintenance work schedules.
6. Work site to meet all Workers Compensation Board regulations and be subject to spot inspections.
7. Site will be subject to inspection by all applicable Inspection Authorities at any time.

#### IV. LASQUETI TEACHERAGE (HOUSING)

1. The Board of Education acknowledges its responsibility to provide teacherages for teaching staff on Lasqueti Island for use when other accommodation is not available.
2. The use of teacherages shall be administered by the Secretary Treasurer.
3. When insufficient teacherage accommodation is available the Principal will have first option on space and thereafter the most senior teacher on the Island.
4. The Board shall determine an appropriate monthly rate to be charged in respect of each unit of housing accommodation.
5. Terms and Conditions
  - a. Teacherages will be available to teaching staff on an annual basis from August 1st to July 31st.
  - b. The rent shall be paid by the teacher through payroll deduction.
  - c. Teaching staff will be refunded for any monthly unused portion of the annual rent.
6. The teacher to whom the teacherage is let shall reside in the teacherage.
7. The teacher shall not sub-let the teacherage or any part thereof.
8. The teacher shall be responsible for telephone, internet and cable services.
9. The Board shall supply electricity, water and sewer at no charge.
10. Maintenance of Board-owned appliances shall be the Board's responsibility.
11. When vacating a teacherage, notice shall be given one month in advance, and the teacherage shall be inspected by the Operations and Maintenance Department for cleanliness and damage. The inventory of furnishings shall be checked. Any damage in excess of normal wear and tear shall be assessed and the Secretary Treasurer advised so that appropriate financial arrangements can be made with the teacher.



12. The teacher shall vacate the teacherage on termination of the teacher's teaching assignment.

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended:

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**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE**

**RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT**

Page 9 of 9

**SCHEDULE A**  
**HOURLY RATES FOR RENT OF FACILITY**

**MONDAY TO FRIDAY**

CATEGORY	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	No charge	No charge	No charge	No charge	No charge
Youth Programs (Volunteer Instructors)	No charge	No charge	No charge	No charge	No charge
Youth Programs (Paid Instructors)	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

**WEEKEND/STATUTORY HOLIDAY**

CATEGORY	CUSTODIAL SERVICE	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	4 hrs. min. (when required)	No charge	No charge	No charge	No charge	No charge
Youth Programs (Volunteer Instructors)	4 hrs. min	No charge	No charge	No charge	No charge	No charge
Youth Programs (Paid Instructors)	4 hrs. min (when required)	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	4 hrs. min.	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	4 hrs. min.	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

**Context:**

The Board of Education recognizes **a world-wide climate emergency is occurring**, the importance of environmental sustainability in meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The Board acknowledges that **Environmental sustainability is the** a joint responsibility of trustees, senior staff, principals/vice principals, teachers, students and support ~~personnel~~ **staff, parents and community**.

**Policy Statement:**

The Board ~~supports opportunities for the school district~~ **will take action** to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, and provide environmental stewardship through lower carbon emissions.

The Board ~~is committed to environmental sustainability and will ensure~~ that every effort is made to conserve energy and natural resources while exercising sound financial management.

**The Board will provide a strong educational approach to understanding the climate emergency.**

**Guiding Principles:**

The Board ~~is committed to the following guiding principles:~~

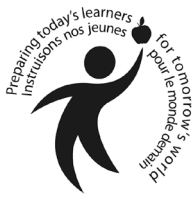
- a. A strategic approach to energy management, including assessing baseline performance, setting goals and targets, creating an energy management plan, tracking performance and communicating results.
- b. The review and continuous improvement of the school district's energy management plan within the financial resources available.
- c. The development and delivery of educational programs, activities and initiatives that enable students to develop the skills, knowledge and attitudes that will help sustain the environment.
- d. ~~The encouragement of students and staff to be aware of the Sustainable practices policy and associated administrative procedures.~~
- e. Communicating environmental sustainability initiatives, and consulting, ~~where appropriate,~~ with partner groups on the implementation of new initiatives.
- f. The encouragement of students and staff to be cognizant of their energy use and material consumption.
- g. The integration of environmentally sustainable considerations into the operations, **educational** and business decisions of the school district.
- h. The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

**Definitions:**

The Board ~~of Education defines~~ sustainable practices as **are** those business, **educational**, and individual practices that **result in** minimize energy, waste and water consumption, resulting in utility cost savings and a smaller carbon footprint **and enhanced presence in our curriculum** for the school district through initiatives aimed at creating a culture of conservation, ~~guided by the three R's of sustainability: Reduce, Reuse and Recycle.~~

**References:**

- Administrative Procedure: Sustainable Practices
- Sustainable Schools Best Practices Guide, Ministry of Education



**Dates of Adoption/Amendments:**

Adopted: 92.02.25

Amended: 94.02.22: **16.08.31**

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## Requirements

1. It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.
2. The fulfillment of this mandate is the joint responsibility of the Board of Education, Senior Staff, Principals/Vice Principals, teachers, students and support ~~personnel~~ **staff**. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - a. Integration of environmentally sustainable considerations into the school district's business decisions related to:
    - i. Lighting
    - ii. Heating, ventilation, air conditioning systems
    - iii. Renovation and new construction
    - iv. Recycling programs
  - b. Purchasing policies that encourage suppliers to meet or exceed the district's environmental management standards.
  - c. Mechanisms to regularly assess and continually improve the district's environmental sustainability performance.
  - d. **Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.**
3. The General Manager of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The General Manager of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
5. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the General Manager of Operations.
6. **Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board policy 502.**
7. Teachers and support staff will **are encouraged to** use a variety of curricular materials to provide the opportunity for students to participate in energy management initiatives.
8. The District shall encourage the use of an environmental theme, at every level, as a focus for integrating existing curriculum.



9. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools.
10. The District shall support learning activities that utilize a wide range of appropriate environmental field trips.

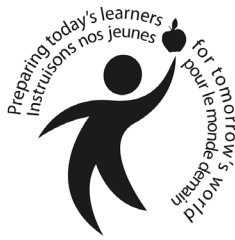
**References:**

- Board Policy 100: Sustainable Practices
- Board Policy 502: Field Experiences (Trips)
- Sustainable Schools Best Practices Guide, Ministry of Education

**Dates of Adoption and Amendments:**

Adopted: 16.08.31

Ammended:



## CAPITAL PROJECTS: TENDERING, PURCHASE AND DISPOSAL

### Context:

The Board of Education recognizes its has a responsibility to carefully manage public funds and therefore requires that fair and transparent processes be ~~developed~~ implemented and regularly reviewed to ensure best value to the Board for both tendering and disposal.

### Policy Statement:

~~It shall be the policy of t~~ The Board of Education to requires that purchases and disposals be made with consideration of best value, which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact. When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

### Guiding Principles:

1. All tendering, purchase and disposal will be based on the following priority list:
  - a) Environmental impact including local sourcing
  - b) Best value including cost, quality, servicing, maintenance, life span and sourcing locally.
  - c) Supply, both short and long-term
  - d) Disposals will be based on fair market value

### Definitions:

### References:

- Administrative Procedures: Capital Projects: Tendering, Purchase and Disposal

### Dates of Adoption/Amendments:

Adopted: 16.08.31



BOARD POLICY 401 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

**Purpose**

These procedures describe the means by which Board Policy 101 will be enacted.

**Authority**

1. The Secretary Treasurer or designate is authorized to approve the expenditure of funds within approved Capital Budgets for all project work.
2. The Secretary Treasurer or designate will have authority to accept and approve individual change orders to capital projects, providing that funds are available.
3. The Secretary Treasurer shall report to the Board, for information, capital expenditures which are of significance and of public import whereby the resulting expenditure has an affect of enhancement of the district's capital facilities.

**General Guidelines**

Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

Purchasing Decision Matrix				
	Determination of Supplier		Payment Process	Approver
	Quote	Tender		
< \$1,000	N	N	Purchasing Card/Expense Claim with Receipts	Local
> \$1,000	Verbal	N	Invoice	Local
> \$5,000	Written	N	Invoice	Local
> \$10,000	Written	N	Invoice	Secretary Treasurer or designate
> \$25,000	N/A	Non-Advertised	Non-Advertised Tender	Secretary Treasurer or designate
> \$50,000	N/A	Public	Public Tender	Secretary Treasurer

**Use of Requisitions (Requests for Purchase Orders)**

All supplies, services, and equipment being purchased over \$1000 must be covered by a requisition initiated by the school or district department. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order



when signed by the secretary-treasurer or designate. The only exceptions to this requirement are as follows:

- a. With prior authorization from the employee's supervisor/Principal, employees may purchase items through petty cash or purchasing card.
- b. Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a Reimbursement Requisition form with receipts attached.
- c. Gas and fuel refills.

### **Exceptional Circumstances**

The secretary-treasurer may authorize the immediate purchase of any item or service without recourse to the provisions of this procedure where:

- a. staff, student or public safety is in question;
- b. purchase will prevent damage to School District facilities;
- c. essential services will be restored; and/or,
- d. essential physical plant services will be restored.

It is not necessary to tender or go through the quotation process for purchases of used items and legal services.

### **Determination of Suppliers**

#### Purchasing Card Program

The Purchasing Card Program is not intended to avoid or bypass purchasing policies and procedures as outlined in these regulations. Instead, it is intended to provide flexibility and autonomy to the user while complementing current existing purchasing procedures and payment guidelines. Unlike personal charge cards, the P-Card Program incorporates controls over certain types of expenditures. These controls ensure that the P-Card can only be used with specific types of merchants and within specific dollar limits.

#### Quotations Process

- a. Request for quotes can take the following forms:
  - i. Written quotations from three or more sources in response to a written request. Responses may be submitted by fax or email;
  - ii. Verbal quotations given by two or more supplier representatives, usually by telephone. Such quotations are to be recorded by the requester and retained with the purchase order;
- b. All things being equal quality and suitability preference shall be given to local firms, then BC and then Canada. Local and provincial firms which have previously supplied the school district will continue to be given the opportunity to provide quotations on items similar to those which they normally supply. Should a school or department wish an exemption from requesting quotes from previous suppliers, approval must first be obtained from the secretary-treasurer.





- c. Quotations must be solicited from a minimum of three (3) suppliers, except when less than three (3) are known. If assistance is required with the names of potential suppliers, contact the School Board Office, Maintenance Department, or Learning Resources Centre as appropriate.
- d. Quotation forms may be forwarded to suppliers either direct or through the School Board Office.
- e. Copies of quotations received must be kept with the purchase documentation for later verification.
- f. The requisition must include the date of the quote and other pertinent details, such as whether or not delivery cost is included in the price. Incomplete requisitions will not be approved.
- g. If quotations are obtained from less than three suppliers, or if purchase from other than the low bidder is recommended, a memorandum of explanation must be kept with the purchase documentation.

#### Petty Cash Administration

The policy on the use of Petty Cash is as follows:

- a. Petty cash will not be used without prior approval of the principal.
- b. Petty cash will be reimbursed ONLY if submitted within thirty (30) days of the purchase.
- c. To reduce the administrative burden created by the use of petty cash, school principals will set and monitor the limit of purchase using petty cash.
- d. There will be no administration conducted by accounts staff to obtain tax rebates on petty cash purchases.
- e. Schools and departments are to submit a remittance form on a bi-weekly schedule.
- f. This policy does not apply to the purchase of equipment and technology hardware/software as these purchases should be made through the Information Technology and/or Operations and Maintenance departments.
- g. Suppliers with poor performance records should have their vendor registration revoked for periods of time. To enable this to be defensible, schools should send documented instances to the warehouseman for compilation.

#### **Tendering**

1. All projects having an estimated value in excess of \$50,000.00 that would be funded through the Capital Plan or Local Capital budget shall be subject to a full public tender and tendered as a "Stipulated Sum Contract".
2. Projects having an estimated value of up to \$50,000.00 may be handled by selective tenders from a minimum of three bidders if possible. Only bidders appropriately qualified to perform the work or provide the service should be considered. Full tender documentation would not be required in this instance.
3. All invitations to tender shall be circulated as widely as possible.



4. Invitations to tender shall be open for a minimum of fifteen working days from the date the invitations were made public.
5. All tenders shall be submitted on the documentation provided and in a sealed envelope clearly marked "Tender: Do Not Open". Tenders submitted by facsimile and received by tender closing will be accepted.
6. Tenders received shall be clearly marked with the date and time of receipt and held unopened until the official tender closing. Tenders received after the tender closing time shall be marked "Late Tender", remain unopened and returned to the bidder by the Secretary Treasurer or designate.

#### **Opening of Tenders**

1. The Board shall be made aware of all tender closings.
2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and the Properties Department designated contact person.
3. The consultant shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.
4. The lowest qualified tender received, that is supported by a recommendation from the consultant shall form the contract, providing that it is within the budget approved.
5. Tenders funded from a Capital Plan must receive Ministry of Education approval.
6. To award a contract to other than the low bidder, it must first be approved by the Board and supported by a written recommendation from the Secretary Treasurer or designate, giving full justification for the recommendation.

#### **Withdrawal of Tenders**

Tenders may be withdrawn personally, by written notice, fax, or email provided such notice of withdrawal is received by the appropriate member of senior management or delegate prior to the tender closing time.

#### **Revisions of Tenders**

- a. A tender already delivered to School District No. 69 (Qualicum) (owner) may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.
- b. Please note in the case of faxed revisions to tender, School District No. 69 (Qualicum) assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the appropriate member of senior management or delegate prior to closing time.
- c. Alterations, qualifications or omission to the tender form may be cause for rejection.



- d. Failure to complete the tender document may result in rejection of tenders submitted.

#### Awarding of Tender

- a. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- b. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and School District No. 69 (Qualicum).
- c. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- d. This tender, if awarded, may be in whole or in part and School District No. 69 (Qualicum), reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- e. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

#### Insurance Clauses

The successful bidder must provide proof of the required insurance within five (5) business days of notice of award prior to proceeding with the work.

#### Indemnification

Notwithstanding the provision of coverage and insurance by the owner, the contractor will indemnify and save harmless the owner, its employees and agents, from and against any and all losses, claims, damages, actions, causes of action, costs and expenses that the owner, may sustain, incur, suffer or be put to at any time either before or after the expiration or termination of this contract, where the same or any of them are based upon, arise out of or occur, directly or indirectly by reason if any act or omission of the contractor or of any agent, employee, officer, director or subcontractor of the contractor pursuant to this contract, excepting always liability arising out of the independent negligent acts of the owner.

1. The contractor shall, without limiting its obligations or liabilities herein and at its own expense, provide and maintain the following insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the owner:
  - a. Comprehensive General Liability in an amount not less than \$2,000,000 inclusive per occurrence against bodily injury and property damage. The owner is to be added as an additional insured under this policy. Such Insurance shall include, but is not limited to:
    - .01 Products or Completed Operations Liability;
    - .02 Owner's and Contractor's Protective Liability;
    - .03 Blanket written Contractual Liability;
    - .04 Contingent Employer's Liability;
    - .05 Personal Injury Liability;
    - .06 Non-Owned Automotive Liability;
    - .07 Cross Liability;



BOARD POLICY 401 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

- .08 Employees as additional Insured's;
- .09 Broad Form Property Damage;
- .10 Broad Form Completed Operations;

and where such further risk exists:

- .11 Shoring, Blasting, Excavating, Underpinning, Demolition, Pile driving and Caisson Work, Work below Ground Surface, Tunneling and Grading, as applicable
  - .12 Elevator and Hoist Liability; and
  - .13 Operation of Attached Machinery.
- b. Automobile Liability, on all owned or leased vehicles in an amount not less than \$2,000,000.
  - c. Aircraft and/or Watercraft Liability, where applicable, for all owned or non-owned craft operating or used in the performance of the work by the contractor, in an amount not less than \$5,000,000 per occurrence and including aircraft passenger hazard liability, where applicable.
  - d. Property insurance, which shall cover all property, of every description, to be used in the construction of the work, against "All Risks" of physical loss or damage, while such property is being transported to the site, and thereafter until substantial performance of the work. Such policy of insurance shall extend to protect the interest of the owner, and shall contain a waiver of subrogation against the owner.
- 2. All the foregoing insurance shall be primary and not require the sharing of any loss by any insurer of the owner.
  - 3. The contractor shall provide the owner with evidence of all required insurance prior to the commencement of the work or services. Such evidence shall be in a form acceptable to the owner. When requested by the owner, the contractor shall provide certified copies of required insurance policies.
  - 4. All required insurance shall be endorsed to provide the owner with thirty (30) days advance written notice of cancellation or material change.
  - 5. The contractor hereby waives all rights of recourse against the owner with regard to damage to the contractor's property.
  - 6. The contractor shall require and ensure that each subcontractor maintains liability insurance comparable to that required above.
  - 7. Unless specified otherwise, the duration of each insurance policy shall be from the date of commencement or the Work until the date of the final certificate for payment.

**Bonds**

The contractor shall enclose a Bid Bond or certified cheque in the amount of ten percent (10%) of the total of the tender figure(s) in the lawful money of Canada, made payable to the owner.



### Project Architects

1. The Architect may be used for projects having an estimated value up to \$500,000.00, without inviting other proposals.
2. Projects having an estimated value over \$500,000.00 require that proposals be requested from at least three appropriately qualified Architects.
3. Architects to be appointed for projects valued over \$500,000.00 require approval from the Board supported by written recommendations from the Secretary Treasurer or designate.
4. Selection of the successful Architect will be based on the following criteria and reference checking by the Secretary Treasurer or designate.
  - a. Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
  - b. Comprehension and analysis of potential problems, strengths and weaknesses of the building or of the site.
  - c. Awareness of the time factors involved in school projects and one established in co-operation with the Board, a commitment to adhere to the schedule.
  - d. Creativity in design.
  - e. Previous experience in building schools and awareness of teaching techniques and methodology.
  - f. Structural, mechanical and electrical engineering capability.
  - g. Supervision of construction: frequency of visits to the job site and specialist supervision.
  - h. Any criteria unique to the project and approved by the Board.

### Disposal of Capital Assets

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
  - a. consider the future educational needs of the school district and the effect of the disposal of same.
  - b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
  - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.
2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.



3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education with:
  - a. a copy of the authorizing bylaw; and
  - b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

### **Disposal of Surplus Material**

Where equipment, vehicles or materials are considered surplus to the needs to the School District and are expected to have resale value, the Secretary Treasurer may direct these items be disposed of in any one of the following ways:

- a. Offered for sale to public bodies
- b. Sold at public auction;
- c. Sold by public or invited tender;
- d. Sold at a fixed price public sale
- e. Sold privately (Private sale shall be restricted to items which have previously been offered under a, b, c, or d above or where the potential benefits of such a process are greater than the costs of it.)

The cost of disposing of the item must not exceed the expected resale value.

Equipment, vehicles or material will not be sold to school district employees unless they are the successful bidder in a public tender process.

Where equipment or materials are considered surplus to the School District's need and do not have a resale value, the Secretary Treasurer or designate may authorize items to be disposed of according to environmentally acceptable practices including,

- a. salvaged for parts
- b. scrapped
- c. traded in for credit against purchases.

### **Disposal of Surplus School Buses**

Whenever possible, surplus school buses shall be traded to bus dealers provided the trade price is deemed to be of fair market value.

Only if a surplus school bus cannot be traded to bus dealers, any alternating flashing lamps and any stop arm fitted to the school bus must be removed and all school district identification, any School Bus lettering and the warning signs associated with the alternating flashing shall be removed prior to any surplus school bus being offered for public tender.



**References:**

- Board Policy 401: Capital Projects: Tendering, Purchase and Disposal
- Board Policy 301: Living Wage
- The School Act
- Ministerial Order (M193/08) Disposal of Land or Improvements Order

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended:

DRAFT



**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT IN OUR SCHOOL  
DISTRICT**

**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, MATA and CUPE unions, management representatives,** 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 Procedures: ~~Cooperation of School and Learning Communities~~ **Communities' and Volunteers' Involvement in our School District**
- Administrative Procedures: Police Information Check with Vulnerable Sector Screening (PIC-VIS)
- **School Act s.(1), s. 81.1, s.86.**

**Dates of Adoption/Amendments:**

Adopted: 07.11.27

Amended: 15.11.24: 18.02.27: 19.08.27





**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT IN OUR SCHOOL  
DISTRICT**

**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. **Agendas for Board standing committees will be posted and the public will be welcomed to attend.**
2. The Board's Policy Advisory Committee **standing committees (Education, Finance and Operations, Policy Advisory)** will include **invited** representatives from the partner groups (CUPE 3570, MATA and DPAC) as well as representatives of district and school leadership.
3. 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.
4. 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.
5. 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.
6. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.



**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT IN OUR SCHOOL  
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7. **The Board will welcome and consider student input through the work of Superintendent's a district student leadership team.**
8. It shall be recognized that all final decisions rest with the Board.

**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:



**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
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- 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.
  - 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 6240: *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. 502 - *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.



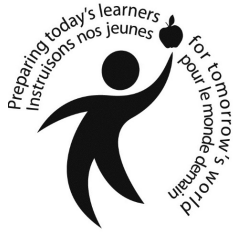
**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT IN OUR SCHOOL  
DISTRICT**

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.

**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 **and/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.



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- 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.

**District Student Leadership Group**

- 1. Under the auspices of the Superintendent or designate, a group of student leaders will be called together on a regular basis to discuss matters of mutual interest and concern.**
- 2. The district student leadership group will be asked to provide input to the Board on matters of importance including budget development, educational programming, environmental considerations and Board policy.**
- 3. The Board will support initiatives arising from student voice on the understanding that those initiatives align with Board direction or can shape future direction of the Board and the district.**

**References:**

- Board Policy 302: ~~Cooperation of School and Learning Communities~~ **Communities' and Volunteers' Involvement in our School District**
- Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)

**Dates of Adoption/Amendments:**

Adopted: 07:11:27

Amended: 15.11.24: **18.01.23**

## SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

**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~~

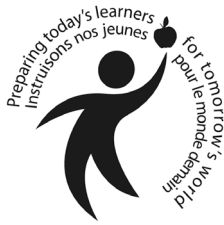
1. ~~The Board believes that students should have the opportunity to attend a school as close to the students' homes as possible. The Board of Education also recognizes that the number, location and configuration of these schools must be considered in the broad context of educational programming needs 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 extensively 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.



**SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION**

*Page 2 of 2*

**References:**

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

**Dates of Adoption/Amendments:**

Adopted: 91.07.09:

Amended: 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 2000: Board Review  
March 2003: 09.05.26: 10.04.27: 11.11.22: 15.10.27: Renumbered/Reviewed 19.08.27



BOARD POLICY 304 - ADMINISTRATIVE PROCEDURES

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

**Purpose**

**The purpose of this Administrative Procedure is to provide clarity around procedures that will be used in support of Board Policy 304: School Closure, Consolidation or Reconfiguration.**

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. **Representatives of the Mount Arrowsmith Teachers' Association (MATA) and Canadian Union of Public Employees (CUPE) Local 3570.**





BOARD POLICY 304 - ADMINISTRATIVE PROCEDURES

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

- d. Meetings with community representatives.
- e. Opportunities for interested community members or groups to provide written submissions.
- f. Public forums.
- g. **Other processes including electronic communication, virtual meetings and on-line surveys.**

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.

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)
- *Ministerial Order (M194/08) School Opening and Closure*



- *Board Policy 304: School Closure, Consolidation or Reconfiguration*

**Dates of Adoption/Amendments:**

**Adopted:** 91.07.09

**Amended:** 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 2000: Board Review March 2003: 09.05.26: 10.04.27: 11.11.22: **15.10.27**



SD69 QUALICUM

**Finance & Operations Committee of the Whole Report**  
**Tuesday, June 15, 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

**Items for Discussion**

- **French Creek Playground**

Trustee Austin provided background to the work that went into informing the community of the potential move of the equipment to the Errington Elementary site. Steve Stahley and Bill Preston of the Arrowview Community Enhancement Society provided the history from 2006 to today of the existing playground equipment at French Creek Community School. Principal Sheila Morrison provided information on the school based process and sharing that she did with the PAC at Errington and to the community beyond. Discussion followed on the implications of moving some of the equipment and potential costs of replacing the equipment.

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) request staff to explore options including costing for placing playground equipment for the Errington/Coombs/Hillier community.

**Project Updates:**

- **Oceanside Community Track (at Ballenas) Project Update**

The committee was updated with information regarding an Asset Management report that is being prepared in order to allow RDN OSC to consider on-going and long term costs of the project. Funding support is being considered at the next OSC meeting in June so it is anticipated that this report will be available to share with RDN staff prior the committee meeting.

- **Arrowview Elementary Child Care Space**

GMO Dempster provided a status report of the progress to date on this project. Building and civil engineering plans are being finalized so that permits can be attained from the Town of Qualicum. A meeting is planned for later in week with engineers to go over plans. A question was responded to regarding possible opening date and the impact on current childcare provider. It was shared that the likely opening will now be late fall and the district is working with the provider to find alternate space within the school building until the facility is completed.

- **VIU Student Project**

The student project as posted by the Town of Qualicum was discussed. Questions of process and financial implications were raised. This item has been referred to a future in camera meeting.

## **Recommendations to the Board of Education**

- **Annual Five Year Capital Plan Submission for 2021-2022**

GMO Dempster shared with the committee the rationale and timing of the projects identified. Recent conversations with Ministry staff on the Seismic projects clarified the considerations that some seismic projects could be tied with other capital projects where practical to reduce costs.

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the Annual Five Year Capital Plan Submission for 2021-2022 as presented.

## **Information Items**

- **Potential COVID Costs for 2020-2021**

General discussion of the included document from ASBO International on potential costing considerations. Secretary Treasurer Amos reminded the committee of some initial work done that have been included in the budget including custodial supplies and the COVID contingency reserve.

- **Atrieve Update**

It was shared that a recent email service disruption occurred causing some employees not to receive confirmation of leaves being approved. It has since been resolved and it was confirmed that an email would go out notifying staff of the disruption and steps they can take to check the status of their leave request.

## **Next Meeting Date/Location:**

- Monday, September 14th at 10:30 a.m. – method TBD

**CAPITAL PLAN - 2021/22 Call for Projects**

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

**Major Project - Seismic Mitigation Project (SIMP)**

Priority	Facility Name	Project Type	Facility Code	Risk Rating	Project Description
1	Ballenas Secondary	Seismic upgrade	6969012	H2	Seismic Upgrade of 1 H2 block
1	False Bay Elementary	Seismic upgrade	6969016	H1	Seismic Upgrade of 1 H1 block
2	Winchelsea Elementary	Seismic upgrade	6969013	H3	Seismic Upgrade of 2 H3 blocks
1	Kwaikum Secondary	Seismic upgrade	6969014	H2	Seismic Upgrade of 1 H2 block
2	Kwaikum Secondary	Seismic upgrade	6969014	H3	Seismic Upgrade of 2 H3 block
3	French Creek Elementary	Seismic upgrade	6969002	H1	Seismic Upgrade of 1 H1 block
3	Qualicum Commons	Seismic upgrade	6969006	H3	Seismic Upgrade of 1 H3 block

False Bay School on Lasquiti Island will need a new roof in the 2021/22 year, but waiting for seismic approval. The roof should be replaced at the same time

**Minor Projects:**

**School Enhancement Program (SEP)**

Priority	Facility Name	Project Type	Primary Driver	Project Description	Project Benefits	Remaining Phased?
1	Ballenas Secondary	upgrades	System Renewal	Roof replacement	Prolongs life of building	1,500,000 Y
1	Kwaikum/Ballenas Secondary	Flooring upgrade	System Renewal	Flooring upgrade	Flooring/Asbestos removal	400,000 Y
2	Ballenas Secondary New estimate is being worked on	Mechanical Upgrade	Operational savings	HVAC System	Improved interior air quality and occupant comfort	683,800 Y
1	Winchelsea Elementary	Mechanical Upgrade	System Renewal	Roof replacement	Prolongs life of building	390,000 Y
2	Arrowview Elementary	Mechanical Upgrade	Energy Savings	Boiler Replacement	Operational and Energy efficiencies	0 N
3	Kwaikum Secondary	Building Enclosure upgrades	System Renewal	Window/cladding upgrade	Window upgrade for energy efficiency and green house gas reduction. Could be tied into a seismic upgrade. Painting will be completed this year through phase 3 at AFG	850,000 Y

**Carbon Neutral Capital Program (CNCP)**

Priority	Facility Name	Project Type	Primary Driver	Project Description	Project Benefits	Value	Phased?
1	Qualicum Beach Elementary	Solar work		SV panels to reduce green house gas emissions	emissions reduction/cost savings/educational opportunities	180,000	N
2	Springwood Elementary	Solar work		Solar house gas	savings/educational opportunities	180,000	N

**Playground Equipment Program (PEP)**

Priority	Facility Name	Project Type	Age	Rationale	Type of Equipment request	Value
1	Nanose Bay	Playground replacement	21	Wood structure	Universally Accessible	125,000
2	Arrowview Elementary	Playground replacement	21	Wood structure	Universally Accessible	125,000

**Bus Replacement Program (BUS)**

Unit#	Current Bus Type	Comments	Year	Kilometers	VIN
A3690	D (80+FE)		2014	182,485	1BABNBP3EF300781
A3691	D (80+FE)		2014	152,050	1BABNBP5EF300782
A5693	D (80+FE)		2016	122,710	1T7Y84D23G1095501
A4692	C (70-75)	mechanical issues??	2015	123,234	4UZA8RE23FCFM9758
A5691	A2 UNDER 6350KG (1-24)		2016	101,225	1GB6G5BG4D1192718
A6691	C (70-75)		2018	73,489	4UZA8RD19JGJE1339
A4690	A2 OVER 6350KG (24-33)		2013	71,521	1GB6G5BG4D1189283
A4691	A2 UNDER 6350KG (1-24)		2013	69,032	1GB6G5BG6D1189898
A6692	D (80+FE)		2017	67,080	1T7Y84D21H113995
16690	D (80+FE)		2018	54,232	1T7Y84D21H132245
17692	C (70-75)		2018	48,095	4UZABRF5CJCU1873
7690A	C (70-75)	age/mileage	2006	238,429	1BAK6CKH77F243167
17691	C (70-75)		2018	46,656	4UZABRF5CJCU1873

This is a propane conversion bus that has been in the shop multiple times throughout the years. This was good selection for the lemon clause

Previously Funded			5 Year Rolling Capital Plan			
2017/18	2018/19	2019/20	2021/22	23/24	24/25	25/26
			5,200,543			
			1,264,819			
			3,013,434			
				7,682,100		
					1,716,664	
						2,013,790
						959,689

Previously Funded			5 Year Rolling Capital Plan			
2017/18	2018/19	2019/20	2021/22	23/24	24/25	25/26
390,000	486,620	1,000,000				
			400,000			
			683,800			
			390,000			
		219,180				
						300,000
						400,000
						200,000
						250,000

2017/18	2018/19	2019/20	2021/22	23/24	24/25	25/26
			180,000			
				180,000		

2017/18	2018/19	2019/20	2021/22	23/24	24/25	25/26
			125,000			
				125,000		

2017/18	2018/19	2019/20	2021/22	23/24	24/25	25/26
			154,208			
				140,544		

PREVIOUSLY FUNDED PROJECTS

School Enhancement Program (SEP)				Requested	Phased?
Kwaikikum Secondary	Upgrades	System Renewal	System	147,000	N
Ballenas Secondary	Upgrades	System Renewal	System	397,500	N
Springwood Elementary	Mechanical Upgrades	System Renewal	Boiler Replacement	390,000	N
Ballenas Secondary	Upgrades	System Renewal	Replacement	186,150	N

Carbon Neutral Capital Plan (CNCPL)				Requested	Phased?
Kwaikikum/Ballenas Secondary	Lighting		LED lighting upgrades energy savings/reduced emissions	160,000	N

Playground Equipment Program (PEP)				Requested	Phased?
Bowser	Playground replacement	20	Wood structure	105,000	N

Bus Replacement Program (BUS)				Requested	Phased?
9690 C (70-75)	mechanical issues	2010	198,432	1BAKGC5H2AF271655	140,544
0690A C (70-75)	mechanical issues	2011	192,808	1BAKGC5HXBF277821	140,544
A4690 A2 OVER 6350KG (24-33)	no wheelchair spaces	2013	71,521	1GB6G5BG4D1189253	84,948
new	1 wheelchair space				96,038
new	1 wheelchair space				96,038
4695 D (60+FE)	age/mileage	2004	350,248	1BABNBXA15F218872	167,383
5690 C (70-75)	age/mileage	2005	301,524	1BAKGC5H39F230222	137,691
8690A C (70-75)	mechanical issues	2009	229,184	1BAKGC5H39F262040	137,691
3692 D (60+FE)	age/mileage	2003	390,265	1BABNBXA64F214010	162,663
2691 D (60+FE)	age/mileage	2002	389,491	1BABNBXA22F205057	162,663
3690 D (60+FE)	age/mileage	2003	351,945	1BABNBXA84F214008	162,663
3691 D (60+FE)	age/mileage	2003	374,969	1BABNBXA4F214009	162,663
4690 C (70-75)	age/mileage	2004	306,129	4UJZAAKCT24CM67965	129,863
2692 D (60+FE)	age/mileage	2002	414,693		169,151
4692 C (70-75)	age/mileage	2004	294,757		134,241
4693 C (70-75)	age/mileage	2004	294,347		134,241
4694 C (70-75)	age/mileage	2004	319,104		134,241

7,300,295 | 6,057,053 | 8,082,100 | 2,316,664 | 3,223,479



# Memo

**Date:** June 23, 2020  
**To:** Board of Education  
**From:** Ron Amos, Secretary Treasurer  
**Re:** **French Creek Playground Equipment**

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**Background/Rationale:**

On the June 23, Regular Board meeting agenda there is a recommendation coming from the Finance and Operations Committee of the Whole regarding the French Creek Playground equipment.

In anticipation to this discussion and in consideration of the timing with which this might need to be dealt with, it was thought that options could be provided sooner rather than later, to allow staff to do some of the work during the summer months.

Three options that could be considered are:

1. Continue with the work of installing half of the equipment at Errington Elementary, leaving half on site,
2. Continue with the work of installing half of the equipment at Errington Elementary, leaving half on site, and replacing the removed equipment at French Creek Elementary with something comparable,
3. Return the equipment to French Creek and support installing a new playground structure on the contained site that was previously prepared at Errington Elementary.

The Board has access to funds within its Local Capital reserve and its operating surplus. The Local Capital reserve currently has commitments for the Ballenas Track renewal, the IT wiring project and the now completed Qualicum Commons sprinkler system, with a remaining uncommitted balance at June 30, 2019 of \$253,806. These funds came largely from the sale of surplus properties. The contingency reserve portion of the operating surplus was \$1,000,627 at June 30, 2019.

Recognizing the history and potential community need of the French Creek school playground, the Board could support option 3 by approving the use of one of these reserves to provide for a \$50,000 play structure for the Errington Elementary School within the existing prepared site.

Therefore should the Board wish to support Option 3, the recommended motion would be:

**THAT** the Board of Education of School District 69 (Qualicum) support Option 3 as presented and commit \$50,000 of the Local Capital (or Operating) reserve balance to fund a new play structure at Errington Elementary School.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEES' SCHEDULE OF MEETINGS 2020-2021**

<b>AUGUST 2020</b>			
25 (Tues)	In Camera Board Meeting	TBD	3:30 pm
25 (Tues)	Regular Board Meeting <i>followed by Annual Elections of Chair/Vice Chair</i>	The Forum	6:00 pm
25 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	The Forum	Following Regular Board Meeting
<b>SEPTEMBER 2020</b>			
14 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
14 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
15 (Tues)	Education Committee of the Whole	TBD	3:30 to 5:00
22 (Tues)	In Camera Board Meeting	TBD	3:30 pm
22 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>OCTOBER 2020</b>			
12 (Mon)	<i>Thanksgiving Day</i>		
19 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
19 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
20 (Tues)	Education Committee of the Whole	TBD	3:30 pm
27 (Tues)	In Camera Board Meeting	TBD	3:30 pm
27 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>NOVEMBER 2020</b>			
11 (Wed)	<i>Remembrance Day</i>		
16 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
16 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
17 (Tues)	Education Committee of the Whole	TBD	3:30 pm
24 (Tues)	In Camera Board Meeting	TBD	3:30 pm
24 (Tues)	Regular Board Meeting	The Forum	6:00 pm
26-28	BCSTA Trustee Academy	TBD	
<b>DECEMBER 2020</b>			
15(Tues)	In Camera Board Meeting	Room 100	3:30 pm
15 (Tues)	Regular Board Meeting	The Forum	6:00 pm
21 –Jan 1	<i>Winter Vacation Period</i>		
<b>JANUARY 2021</b>			
18 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
18 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
19 (Tues)	Education Committee of the Whole	TBD	3:30 pm
26 (Tues)	In Camera Board Meeting	TBD	3:30 pm
26 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>FEBRUARY 2021</b>			
15 (Mon)	<i>BC Family Day</i>		
16 (Tues)	Finance & Operations Committee of the Whole	TBD	10:30 am
16 (Tues)	Policy Committee of the Whole	TBD	1:00 pm
16 (Tues)	Education Committee of the Whole	TBD	3:30 pm
23 (Tues)	In Camera Board Meeting	TBD	3:30 pm
23 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>MARCH 2021</b>			
9 (Tues)	In Camera Board Meeting	TBD	3:30 pm
9 (Tues)	Regular Board Meeting	The Forum	6:00 pm
15-26	<i>Spring Vacation Period</i>		



**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEES' SCHEDULE OF MEETINGS 2020-2021**

<b>APRIL 2021</b>			
2	<i>Good Friday</i>		
5	<i>Easter Monday</i>		
15-18	BCSTA 113 <sup>th</sup> AGM	TBD	
19 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
19 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
20 (Tues)	Education Committee of the Whole	TBD	3:30 pm
27 (Tues)	In Camera Board Meeting	TBD	3:30 pm
27 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>MAY 2021</b>			
17 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
17 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
18 (Tues)	Education Committee of the Whole	TBD	3:30 pm
24	<i>Victoria Day</i>		
25 (Tues)	In Camera Board Meeting	TBD	3:30 pm
25 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>JUNE 2021</b>			
14 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
14 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
15 (Tues)	Education Committee of the Whole	TBD	3:30 pm
22 (Tues)	In Camera Board Meeting	TBD	3:30 pm
22 (Tues)	Regular Board Meeting	The Forum	6:00 pm
<b>AUGUST 2021</b>			
31 (Tues)	In Camera Board Meeting	TBD	3:30 pm
31 (Tues)	Regular Board Meeting	The Forum	6:00 pm
31 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	The Forum	Following Regular Board Meeting

**Dates to Add/Confirm:**

- District Budget Committee Meetings
- Public Budget Information Session(s)
- Special Board Meetings - Budget
- District Retirement/Long Service Event
- Graduation/Awards Ceremonies