



REGULAR BOARD MEETING AGENDA- **REVISED**

TUESDAY, MAY 25, 2021
6:00 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: April 27, 2021 p 1-9
- b. Approval of Special Board Meeting Minutes: April 20, 2021 p 10-13
- c. Ratification of In Camera Board Meeting Minutes: April 27/29, 2021 p 14
- d. Receipts of Ministry News Releases
 - Fleet of the future: electric school buses coming soon p 15-16
 - More funding to improve schools for BC Students p 17-18
 - Central Island families to benefit from new child care spaces p 19-22
- e. Receipt of Reports from Trustee Representatives
 - Oceanside Community Track Project Report – Trustee Young p 23
 - OBLT Early Years Coalition – Trustee Young p 24
- f. Receipt of Status of Action Items – May 2021 p 25

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 25, 2021, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

8. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

9. DISTRICT PARENTS ADVISORY COUNCIL

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10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
11. **ACTION ITEMS**
12. **INFORMATION ITEMS**
- a. **Superintendent's Report** (Keven Elder)
- i. **Framework for District Strategic Planning & Presentation** p 26-49
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) receive and approve the Framework for District Strategic Planning for distribution, publication and ongoing use as a planning document.
- b. **Educational Programs Update** (Gillian Wilson/Vivian Collyer)
13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey)
- a. **2021-2022 School Fees** p 50-51
p 52-53
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the 2021-2022 School Fees as presented.
- b. **For Discussion - Ballenas Field Trip to Europe in March 2022** p 54-56
14. **POLICY COMMITTEE REPORT** (Trustee Young)
- a. **Board Policy 600: Personnel** p 57-68
(Previously Administrative Procedures Only)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 600: *Personnel* at its Regular Board Meeting of May 25, 2021.
- b. **Board Policy 504: Copyright and Intellectual Property** p 69-71
(Previously Administrative Procedures Only)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 504: *Copyright and Intellectual Property* at its Regular Board Meeting of May 25, 2021.
- c. **Board Policy 501: Acceptable Use of Technology (AUP)** p 72-76
(Previously Administrative Procedures Only)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 501: *Acceptable Use of Technology (AUP)* at its Regular Board Meeting of May 25, 2021.

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- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* **p 77-78**
- a. 2020 Climate Change Accountability Report (CCAR)** *(Ron Amos)* **p 79-81**
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) receive the 2020 Climate Change Accountability Report as presented.
- b. Capital Plan Bylaw No. 2021/2022-CPSD69-01** *(Ron Amos)* **p 82**
- Recommendations*
THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
- THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
- THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
- THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2021/22-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, APRIL 27, 2021
6:00 PM
VIA ZOOM

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	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 Qualicum District Principals/Vice Principals' Association

Education Partners

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

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

She then recognized April 28th, the National Day of Mourning in memory of workers killed and in recognition of those who still suffer from a work-related injury or illness.

3. ADOPTION OF THE AGENDA

21-31R

Moved: Trustee Godfrey *Seconded:* Trustee Austin

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: March 9, 2021
- b. Ratification of In Camera Board Meeting Minutes: March 9, 2021
- c. Receipt of Ministry News Releases
 - Recognizing staff, students and families during Education Week
 - Bike classes for kids help increase safety, improve health
- d. Receipt of Reports from Trustee Representatives
 - Oceanside Community Track Committee (March 9) – Trustee Young
 - Oceanside Community Track Committee (April 13) – Trustee Young
 - Oceanside Building Learning Together (March 4) – Trustee Young
 - Oceanside Building Learning Together (April 1) – Trustee Young
 - Oceanside Health and Wellness Network (March 18) – Trustee Young
 - Oceanside Health and Wellness Network (April 15) – Trustee Young
 - Social Justice Working Group (April 1) – Trustee Young
 - Early Learning & Childcare Council in Oceanside (ELCCO) Report – Trustee Austin
- e. Receipt of Status of Action Items – April 2021

21-32R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 27, 2021, as presented.

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:

- Extended well wishes to Trustee Kurland and the hope for a complete and speedy recovery.
- MATA continues to advocate for members in ensuring their safety from the COVID virus, while awaiting the vaccination roll-out. Recently, along with the Nanaimo District Teachers' Association, we've asked the Vancouver Island Health Authority to be proactive in preventing the spread of COVID (press release provided in the agenda package). The MATA asks the Trustees and Senior Management to continue to seek support for these measures from their respective Associations.
- Further to the budget being presented for approval, this is the year to use the resources available to support students who may not have been in a physical classroom for almost two years with smaller Kindergarten classes, smaller classes for transitioning grade 8's, and supporting social emotional learning needs to ensure teachers can meet the needs of students.

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

Sherrie Brown, President, commented on the following:

- CUPE Local 3570 also wished Trustee Kurland a speedy recovery.
- Thanked the Board, the MATA colleagues and parents in the district for all of their support and appreciation during the budget process. There have been many kind words and support received in the CUPE office which has been overwhelming. All the additional hard work of the custodians has not gone unnoticed. Members have also expressed their support and she has heard how important it is to each and every child for members to be there for them and to strive to support everyone as best they can and they want everyone to stay safe.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Karri Kitazaki, Vice Chair of the Springwood Elementary PAC, expressed best wishes to Trustee Kurland for a speedy recover. She thanked the board for all the communication to ensure parents had the most up to date COVID information. Parents are impressed with the level of information received.

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

None

11. ACTION ITEMS**a. 2021-2022 Budget Scenarios**

Secretary Treasurer Amos presented three budget scenarios as requested at the April 20th Budget Meeting, utilizing various amounts of the projected surplus and advised that staff are recommending Option 3.

Trustees discussed the option and, while in favour of utilizing \$800,000 of the surplus, considered whether it might be of benefit to have staff go back and present various options within that amount.

Staff advised that they have presented what they believe is the best scenario of the budget considerations provided on April 20th to maximize the use of the \$800,000 and identify the staffing needed for September and have those positions posted and filled by June 30th. Should additional funding be provided in the upcoming year, other additional supports could then be identified.

The Board noted that, should additional funding be provided, daytime custodians at the elementary schools would be one of the priorities that would be seriously considered.

21-33R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) support Option #3 of those presented by the Secretary Treasurer as the basis for the 2021/2022 Annual Budget.

CARRIED UNANIMOUSLY

b. 2021/2022 Annual Budget Bylaw

21-34R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2021/2022 fiscal year at its Regular Board Meeting of April 27, 2021.

CARRIED UNANIMOUSLY

21-35R

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 \$61,028,599 for the 2021/2022 fiscal year.

CARRIED UNANIMOUSLY

21-36R

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 \$61,028,599 for the 2021/2022 fiscal year.

CARRIED UNANIMOUSLY

21-37R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$61,028,599 for the 2021/2022 fiscal year.

CARRIED UNANIMOUSLY

12. INFORMATION ITEMS

a. Superintendent's Report

- As the district moves toward a hopefully reduced presence of COVID in its communities and worldwide, Superintendent Elder expressed appreciation to everyone who has kept our schools safe and clean for the past 14 months. Custodians first and foremost. Also, to all of the district's front-end staff, teachers, support staff and principals and vice principals who have remarkably gone to work every day with smiles on and chins up. Attendance remains high in our schools because people are confident in how well they are looked after from a health and safety point of view, and out of that comes a chance for a focus on learning every day. Thanks as well to everyone who has served on school, worksite and district health and safety committees.
- He also acknowledged all parents in the school district community. He has spoken to many of them who are so supportive of the good work being done for their children, and staff know how much parents miss being in schools where they make so much difference by their very presence. It is hoped that districts can welcome parents back into schools as early as this fall.

- The Lessons Learned Survey was still up on the district website and would be taken down shortly. There have been just under 900 responses from parents, students and staff, and staff are just starting to analyze the results. Some trends through a cursory analysis include:
 - a. The majority of parents feeling that this year's educational experiences were effective and that their students are ready for next year, even with COVID, with elementary parents feeling more positive than secondary parents (I think understandably). The most positive responses came from students themselves, as well as from staff.
 - b. Parents, students and staff alike reporting that students had access to technology they needed but really missing extracurricular and after school athletics and activities.
 - c. Mixed reviews on the benefit of longer blocks and the quarter system in secondary schools, with more benefit seen in elective courses than academic. Students were more positive on long blocks that parents or staff.
 - d. Very high satisfaction with health and safety protocols in schools, again with students and staff giving the highest grades.
 - e. All respondents spoke highly of supports for mental health and wellness.

Senior Staff will be starting tomorrow on an extensive analysis of responses in order to support school staffs in planning for next year. They will create a document for broad distribution including on the district website which is expected to be ready some time in May.
- Superintendent Elder then commented on two major documents currently being drafted. The first is the Framework for the District Strategic Planning which will have 12 sections with an overview of the goals in each of those areas and where readers can find more details documentation on those topics. The second is a new Framework for Enhancing Student Learning (FESL) based on a provincial template which will provide information on what the ministry data means. Trustees will receive drafts by the end of June and the final documents received and supported by the Board for submission to the Ministry by the end of September.

b. Education Update

Vivian Collyer, Director of Instruction, reported on the following:

- Participation rates of the Foundation Skills Assessment (FSA) which were much lower than in previous years – 54% compared to 84-90% last year for the grade 4's and 53% compared to 87 to 90% last year for grade 7's. This was due to exemptions, increased absences and students who were receiving home supports as the assessment must be written in the school so many students were unable to do so.
- She will be providing more details at the May Education Committee of the Whole Meeting about what the FSA entailed, what the learning themes were and what the scorers noticed this year about the district's learners.
- The Green Team has elementary and secondary representatives from every school. They have met twice so far and plan to meet again in mid May. Topics of discussion are identifying important components of environmental stewardship, sharing green initiatives at schools and considering future topics of learning for next year and sources to support that learning in collaboration with the district's Climate Action Task Force.

- On April 21st, Dr. Jeff Lewis from the Faculty of Geology at the Vancouver Island University shared with secondary students information about what is happening with our local environments, the social and scientific implications of those changes and how we can help. Thank you to Sherri Plummer, who was a huge coordinator for the event and to Communities Protecting our Coasts, Arrowsmith Naturalists and Arrowsmith Community Enhancement Society.

Gillian Wilson, Associate Superintendent, reported on the following:

- Kindergarten students are beginning to enter our system with two virtual Q&A sessions happening this week with teachers answering what they can with Principal Lisa Pedersen-Skene facilitating.
- The Shop teachers at Ballenas Secondary School and Vancouver Island University are collaborating to identify and implement the necessities to accommodate a student with unique medical needs so they can follow their passion towards a welding career through the dual credit program.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Godfrey spoke to her report provided in the agenda package and noted that Education Committee meeting was well-attended, which included a guest attendee; Pam Craig, Board Chair from the Pacific Rim School District, who was curious as to how an Education Committee of the Whole was run. There were presentations from two schools, which included a video presentation by the Collaborative Education Alternate Program which provided an overview of what CEAP is, and how it had pivoted from 60 to 170 students due to the pandemic.

14. POLICY COMMITTEE OF THE WHOLE REPORT

Trustee Young reported that she and Superintendent Elder had created a draft Personnel policy which merged a large number of those currently in place. After review by the Policy Committee members, the document will be edited further prior to first reading.

The Copyright policy was also deferred to a future meeting to allow the MATA representatives more time for review and input.

She noted that, at the next meeting, attendees will have a first review of the Framework for Enhancing Student Learning policy and administrative procedures.

a. **Board Policy 501: Acceptable Use of Technology (AUP)**

(Previously Administrative Procedures Only)

Trustee Young stated that this policy had undergone an extensive review recently so not many changes were being implemented. However, technology does keep changing so it will be reviewed regularly and updated as necessary.

21-38R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 501: *Acceptable Use of Technology (AUP)* at its Regular Board Meeting of April 27, 2021.

CARRIED UNANIMOUSLY

- b. Board Policy 107: Use of Educational Property for Child Care (NEW)**
21-39R
Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 107: *Use of Educational Property for Child Care* and its attendant Administrative Procedures at its Regular Board Meeting of April 27, 2021.
CARRIED UNANIMOUSLY
- c. Board Policy 505: Fundraising in Schools**
(Previously Administrative Procedures Only)
- 21-40R**
Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 505: *Fundraising in Schools* and its attendant Administrative Procedures at its Regular Board Meeting of April 27, 2021.
CARRIED UNANIMOUSLY
- d. Board Policy 506: Conduct of Coaches**
(Previously Administrative Procedure Only and numbered 5015)
- 21-41R**
Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 506: *Conduct of Coaches* at its Regular Board Meeting of April 27, 2021.
CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

- a. Annual Facilities Grant Spending Plan**
Chair Flynn referred to the report provided in the agenda package and commented that the Annual Facility Grant amount provided to the district has not changed since the early 2000's and she expressed appreciation on behalf of the Board to the General Manager of Operations for his work in distributing the funds as efficiently as he does while costs continue to increase.
- 21-42R**
Moved: Trustee Flynn *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) receive the Annual Facilities Grant Spending Plan as presented.
CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS**a. Follow-up Meeting with City of Parksville re: Despard Avenue and Moilliet Street**

Chair Flynn reported on an informal meeting held on Tuesday, April 6, 2021, between the Board of Education and the City of Parksville Council which also included relevant staff from both organizations. She then referred to the City staff report presented to City Council regarding an intersection review of Despard Avenue West to Moilliet Street South which included some proposed options. The City Council has since approved a 4-way stop be installed; however, the RCMP is not in favour of that option.

The Chair then asked trustees which option they would support in the review.

21-43R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board Chair on behalf of the Board of Education of School District 69 (Qualicum) write to the Mayor and Council of the City of Parksville expressing its support for Option 4 contained in the report by Joe Doxey, Acting Director of Engineering, and that option move ahead as quickly as possible, preferably prior to September 2021.

CARRIED UNANIMOUSLY

b. Report on BC School Trustees Association (BCSTA) AGM

Trustee Austin provided highlights from the Annual General Meeting of the BCSTA held April 8-10, 2021 which included some wonderful student presentations and keynote speakers Carole James (Past Deputy Premier and Minister of Finance, Past Chair of SD61 and Past President of the BCSTA as well as first and second vice president of the Canadian School Boards Association) and Andy Hargreaves, Ph.D., (international writer, researcher and advisor on teaching, leadership and educational change).

Trustee Austin also reviewed some of the 42 motions presented. Of particular note were motions to eliminate the FSA (defeated); consideration by the Ministry of sizes of district staff when determining reporting requirements (passed), request to the government for climate literacy funding and support (passed) and request for an alternative identification process to using numbers as a way to identify individuals, both within the education system and on visitor passes in ministry buildings (passed), which spoke to reconciliation and how many people do not understand what a number can mean to other people.

Trustee Young added that two highlights for her were Carole James' keynote presentation and the alternative identification process motion.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA**a. Letter and Press Release from President of the Mount Arrowsmith Teachers' Association**

20. PUBLIC QUESTION PERIOD
None

21. ADJOURNMENT
Trustee Godfrey moved to adjourn the meeting at 7:23 p.m.

CHAIRPERSON

SECRETARY TREASURER



SPECIAL BUDGET BOARD MEETING MINUTES

APRIL 20, 2021
6:00 P.M.
VIA ZOOM

ATTENDEES

Trustees

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

Administration

- | | |
|----------------|---|
| Keven Elder | Superintendent of Schools |
| Ron Amos | Secretary Treasurer |
| Gillian Wilson | Associate Superintendent |
| Vivian Collyer | Director of Instruction |
| Chris Dempster | General Manager of Operations |
| Karin Hergt | Executive Assistant (Recording Secretary) |

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the Special Budget Board Meeting to order at 6:02 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish peoples and the home of the Qualicum and Snaw-Naw-As First Nations and the Board appreciates living, working and playing on their shared territories.

3. 2021-2022 BUDGET OVERVIEW

Secretary Treasurer Amos stated that the meeting is to review feedback received to date and to share the grant announcement, other revenue streams budget considerations prior to Trustees debating and approving the budget.

He then spoke to his budget presentation beginning with a review of work done to date to create the 2021-2022 Annual Budget, which included an on-line survey for the school community, budget working sessions with staff and stakeholder representatives, and feedback from the public.

- **Budget Themes**

Secretary Treasurer Amos then reviewed the budget themes identified from the budget survey and the working sessions which were as follows:

- **Climate Action**

- green initiatives/stewardship learning/lead teacher
- outdoor education/learning spaces/structures

- **Communication**

- continue to share information to parents/staff/community
- more awareness of First Nations programs and embedding of Truth and Reconciliation

- **Supports**

- custodial and enhanced cleaning
- social/emotional and mental health
- technology
- additional supplies e.g. manipulatives

- **Ministry Revenue Sources**

Secretary Treasurer Amos shared the figures from the 2021/22 Operating Grant Announcement noting that, while the province would be providing funds for the teacher labour settlement, the grant did not equal the cost. Given the requirement for Boards to cover the difference, the actual change in funding from 2020/21 to 2021/22 only amounted to approximately \$16,000. The Special Purpose Funds remain largely unchanged for the upcoming year while the Classroom Enhancement Fund is 90% of the previous year's grant. The Annual Facilities Grant amount will also not be changed. The district will also not be receiving the Mental Health and Safe Return funds which were provided this year due to the pandemic.

Secretary Treasurer Amos also noted that the International Student Program saw a loss in projected revenue this year; however, it is anticipated that enrolment in the program will rebound somewhat next year, the funds from which will support student enrolment growth, however, it will not fund additional needs. Should the board decide to do so, a portion of this year's surplus could provide those additional needs for next year.

- **Budget Considerations**

Secretary Treasurer Amos then reviewed the proposed budget considerations and spoke to the rationale for increased in custodial positions, the district supply accounts and the Zero Waste initiative.

Associate Superintendent Wilson spoke to the rationale for the proposed increases to teaching and education assistant positions, noting that the increase for education assistants was in hours across the system and not 3 new positions.

It was understood that not all of the proposals could be implemented; however, some would be possible by using a portion of the district's surplus.

4. PUBLIC QUESTIONS/COMMENTS/FEEDBACK

- Annual Facilities Grant remaining unchanged – districts are supported the BCSTA in a recommendation to the government to fully fund projects to upgrade facilities.
- Request to reallocate the proposed increase to a social emotional teacher to workshops for education assistants as that could benefit a larger range of students as they would have the tools and could identify students who get missed.
- Request to establishment of a 30 hour work week for education assistants at elementary schools and 32 hour work week for education assistants at the secondary schools.
- Request to increase custodial staff to address challenges already experienced pre-covid with heavy workloads which have increased due to the pandemic. This would ensure a safe, germ-free environment for both staff and students.
- Additional details were requested regarding how the international student program (ISP) supplements regular school funding. The funds go first to the ISP program costs (travel, agent fees and staffing as well as homestays. Once the cost of running the program is dealt with, then any supplemental funds support other areas within the district. i.e. supply accounts, additional teaching staff or indirect supplement to help balance the budget.
- The 2020-2021 budget was built around a \$2m revenue stream and in September 2020 that was adjusted to \$1m. There is very little to supplement the district beyond the ISP program based on revenue projections. It was noted that the district has not had to, nor would it, consider supplementing the ISP program with regular funding.
- Ray we budgeted 1.4m and it was \$1m was revenue last year.
- If the Board wants to direct supports for students, particular in social emotional learning and supports, the best way is smaller class sizes. As for the district positions, while access to the individuals is appreciated by teachers, it is not direct. It can be isolated and it does not have the tendency to be as organized or responsive as teachers who are in the building. If specialist are to be hired, they need to be on site.
- Is the proposed social emotional teacher to help teachers teach social emotional learning or to support teachers directly? Is it to support higher vulnerable students? This would depend on what trustees decide. Once the budget is passed, then staff discuss areas that fit with the priorities and planning. It has been acknowledged that secondary teachers require support with shifting practices in terms of the pedagogy. The Board has always committed to counselling staff and the district has enough based on current student data. What has been recognized is that more staffing is needed and trustees are being asked to asked that in.
- The District needs more teachers, more professionals working with children, and less children in the room which would make one-to-one time more efficient. Training education assistants is not going to solve the needs the district has and staff are seeing in our learners. A behaviour specialist trained to deal with that is what we need more of, which will help students and to be efficient for learning.
- It was requested that the board ensure smaller class sizes, smaller Kindergarten classes as students may not have had any preschool experience, the grade 8's transitioning to high school need extras supports and smaller classes and students who have remained at home for all or most of last 2 years, will need a lot of supports.
- More student learning support teachers and integrated teacher time, need to have more counselling time for emotional behavioural needs and have it be in the schools and, as recommended at CIAC, that support for secondary teachers who are working with the redesigned curriculum as they did not get as much training as elementary teachers so that is important.

- Also recognition of the Indigenous Education and the Truth and Reconciliation and what it means in our district and how staff, as settlers, can navigate the waters to bring a true reconciliation for the Indigenous peoples whose lands we all live on.
- Adopt some of the successes district such as Victoria and Vancouver have had in their education assistant ratios. It was noted that the district has a higher ratio than many other districts.
- What data do we have in our district to support the premise that kids will need the extra social emotional support? It is what district staff are hearing from the community and they have been reaching out to determine why some students have not been engaged – whether it is due to the impact of COVID-19 i.e. fear of transmissions. Also, some students were not as engaged prior to covid and the pandemic gave them another reason not to be so staff are trying to determine what it is about. One unknown that staff are very curious about is the district's Kindergarten students whom have not been in a play type environments due to the pandemic and the resulting reduced number of preschool spaces.
- Additional hours for education assistants and to have them be more involved in the sharing of information about the students they are working with as well as to be more involved in the community building in the school.
- Kitchen funding for Ballenas Secondary School – that is currently being worked on in partnership with the City of Parksville.
- Costs of modulars used to be \$65,000 to \$85,000 and are now \$150,000 to \$200,000
- Is there any consideration to reopening closed school sites? Any space pressures will be a school outgrowing its current capacity so the Board's plan is to have a long range facilities plan. If the district needs to accommodate growth, whether that is to add to current sites or to reopening, those are substantial costs which would be submitted to government by way of capacity and it is a tough competition as the envelope of funds go to other growing districts.

Secretary Treasurer then requested that the Board provide some direction on how to potentially balance the budget. It may choose to put some reserves aside and may choose to move money into local capital.

Trustees discussed the budget considerations and requested that they be provided with a number of scenarios for the Board to consider at the next board meeting. This would provide the board some time to identify its budget priorities and how much of the surplus to apply to those priorities. It would also provide the costing of what using different amounts of the surplus could provide.

5. ADJOURNMENT

Trustee Flynn adjourned the meeting at 7:45 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
APRIL 27, 2021

ATTENDEES:

Trustees

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

Administration

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

The Board of Education discussed the following topics:

- Labour Relations/Personnel
- Legal
- Property

The Board of Education approved motions regarding the following topics:

- Personnel

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2021EDUC0031-000848
May 6, 2021

Ministry of Education

Fleet of the future: electric school buses coming soon

VICTORIA – Students in the Sooke School District (SD 62) are leading the charge as the first to commute on British Columbia’s inaugural fleet of electric school buses, which began providing environmentally friendly service this week.

“By shifting gears from diesel to electric school buses, these K-12 students are benefiting from our government’s work to create healthier and more sustainable learning environments across B.C.,” said Premier John Horgan, MLA for Langford-Juan de Fuca. “Electric school buses produce zero emissions and also support CleanBC’s target to reduce greenhouse gas emissions by 40% by the year 2030, helping build a cleaner, healthier future for all of us.”

Thirteen school districts have purchased a total of 18 electric school buses that will begin operating in B.C. communities by the end of this school year. Altogether, the 18 buses can provide service for about 1,300 K-12 students per day to and from school.

“I am constantly inspired by youth who push us to think about our environmental impact and their future,” said Jennifer Whiteside, Minister of Education. “By making green investments in transportation and facilities, B.C. school districts can ensure students live, play and learn in cleaner communities that reflect our shared commitments.”

Travel on electric school buses is smoother, quieter and healthier than traditional diesel buses. Overall, electric school buses are highly efficient, produce zero carbon dioxide emissions and are much more cost-effective to operate over time. A zero-emission electric school bus saves about 17 tonnes of greenhouse gas emissions annually compared to a diesel school bus.

“Our kids deserve a clean, healthy future, and that’s why we’re investing in zero-emission school buses in communities across B.C.,” said George Heyman, Minister of Environment and Climate Change Strategy. “By acting now to address climate change, we’re demonstrating leadership for young people by reducing pollution, improving air quality and building a more secure future for our kids and grandkids.”

Electric school buses have many advantages compared to diesel school buses, including the cost of electricity compared to fuel and fewer moving mechanical parts, which means they require fewer repairs and less maintenance.

The Ministry of Education’s Bus Acquisition program provided \$13 million for 31 school districts to buy a total of 101 new buses, including 18 electric buses. The purchase price for each electric school bus is about \$350,000, compared to the \$150,000 average cost for an equivalent diesel school bus. The Ministry of Energy, Mines and Low Carbon Innovation has allocated supplemental funding of up to \$150,000 toward the capital costs of each electric bus.

As a new initiative launched by the Ministry of Education and Ministry of Energy, Mines and Low Carbon Innovation in April 2020, this is the first time school districts in B.C. have been able to purchase electric buses through funding from both ministries. School districts that buy electric buses also have access to provincial funding for charging station infrastructure.

“We continue to invest in clean energy solutions to reduce emissions and provide future cost savings. These investments allow British Columbians to benefit from sustainable buildings, green transportation options and energy-efficient projects,” said Bruce Ralston, Minister of Energy, Mines and Low Carbon Innovation. “Electric school buses will provide quieter rides for students and cleaner air in many B.C. communities.”

The following school districts have purchased electric buses for 2020-21:

- SD 5 - Southeast Kootenay (one)
- SD 6 - Rocky Mountain (one)
- SD 20 - Kootenay-Columbia (one)
- SD 22 - Vernon (two)
- SD 23 - Central Okanagan (3)
- SD 62 - Sooke (two)
- SD 67 - Okanagan-Skaha (one)
- SD 68 - Nanaimo Ladysmith (two)
- SD 69 - Qualicum (one)
- SD 73 - Kamloops-Thompson (one)
- SD 79 - Cowichan Valley (one)
- SD 84 - Vancouver Island West (one)
- SD 85 - Vancouver Island North (one)

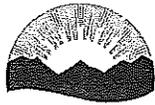
Learn More:

CleanBC is government’s plan to reduce carbon pollution and build a cleaner economy for people throughout B.C., through more than \$2 billion in provincial funding over five years: <https://cleanbc.gov.bc.ca/>

Contact:

Ministry of Education
Government Communications and Public
Engagement
250 356-5963 (media line)

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



NEWS RELEASE

For Immediate Release
2021EDUC0035-000936
May 18, 2021

Ministry of Education

More funding to improve schools for B.C. students

VICTORIA – Better ventilation, electric buses and increasing energy efficiency are some of the benefits for B.C. K-12 students and staff from \$240.5 million in maintenance grants this year – a 10.5% increase over last year.

“With over 1,500 public schools throughout our province, maintaining and improving our facilities is a critical priority to ensure students are learning in healthy, efficient and positive environments, no matter where they live,” said Jennifer Whiteside, Minister of Education. “From ventilation and heating, to energy efficiency and lighting, increased maintenance funding allows districts to tackle immediate priorities and focus on providing the best learning experience possible for every B.C. student.”

\$15 million of this year’s grants will go to purchase more than 100 new school buses, including electric school buses. The buses support the Province’s CleanBC targets for public sector organizations to reduce their greenhouse gas (GHG) emissions by 40% by 2030 for vehicle fleets.

“We are creating a cleaner environment for students and putting future generations on the road to a clean energy future,” said Bruce Ralston, Minister of Energy, Mines and Low Carbon Innovation. “Not only are these electric school buses reducing air pollution, but they also cost less over time to operate.”

To further support CleanBC initiatives, the Carbon Neutral Capital Program was increased by \$5.8 million to \$23 million this year. This program funds projects that reduce GHG emissions and increase energy efficiency. This can include HVAC systems, solar panels and electric-vehicle charging stations.

“Our children and grandchildren deserve every opportunity for a healthy, clean future and our investment in better learning environments through CleanBC is one of the best we can make to see that happen,” said George Heyman, Minister of Environment and Climate Change Strategy. “That’s why we’re providing more funding than ever before to help reduce pollution through better schools, more electric school buses and expanded renewable energy.”

Other school maintenance programs receiving increases are the Annual Facilities Grant, School Enhancement Program and Building Envelope Program, which offer districts access to funding to keep their facilities safe and efficient.

This includes improvements to HVAC systems at 84 schools, electrical systems at 66 schools and energy system upgrades at 26 schools throughout B.C.

“I’m pleased to see this increase in funding, as it helps support the important services provided

by the 30,000 CUPE members who work in the public K-12 system,” said Paul Faoro, president, CUPE BC. “And initiatives to reduce the carbon footprint of our schools benefits everyone.”

School maintenance funding is part of the Province’s commitment to ensuring students have the best learning experience possible in safe, positive and inspiring schools.

To support this commitment, Budget 2021 includes a record \$3.5 billion for investments in school capital that also include new and expanded schools, seismic upgrades and replacements, and land purchases for future schools to support growing communities.

CleanBC is a pathway to a more prosperous, balanced and sustainable future. It supports government’s commitment to climate action to meet B.C.’s emission targets and build a cleaner, stronger economy for everyone.

Learn More:

To learn more about the CleanBC plan, visit: www.cleanbc.gov.bc.ca/

For a backgrounder on provincial funding programs in support of B.C. public schools for 2021-22, visit: http://news.gov.bc.ca/files/5-18_EDUC_capital.pdf

Contact:

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

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



NEWS RELEASE

For Immediate Release
2021CFD0036-000943
May 19, 2021

Ministry of Children and Family Development

Central Island families to benefit from new child care spaces

PARKSVILLE – More parents on central Vancouver Island will have the option to return to work, go back to school or pursue other opportunities as the Province invests in more than 380 new licensed child care spaces, 98 of which are expected to open by the end of the year.

“By increasing child care spaces here on central Vancouver Island, we are ensuring that more families can receive high-quality and inclusive child care that supports their child’s healthy development,” said Adam Walker, MLA for Parksville-Qualicum. “As we have seen throughout COVID-19, affordable child care is an important part of our province’s economy and this latest investment will help us recover from the pandemic stronger.”

The Province is supporting eight projects to create 383 new licensed child care spaces in Lantzville, Port Alberni and Parksville:

- Lantzville (137 spaces)
- Port Alberni (176 spaces)
- Parksville (70 spaces)

“The Oomiiqsu Childcare Centre will help create new stories for children and families going forward by offering quality child care and nurturing child development, teaching children the Nuuchahnulth language, cultural traditions and supporting their participation in cultural activities,” said Edward R. Johnson, citizen development portfolio holder, Huu-ay-aht First Nations Executive Council. “This funding is another step towards reconciliation and will allow Huu-ay-aht and other Nuuchahnulth Nations to move towards cultural and language revitalization and healing.”

In addition to these projects, three other projects have also received funding in Port Alberni since the launch of Childcare BC in July 2018, including Alberni Valley Saplings, which opened 16 new licensed child care spaces in July 2020.

“This funding has made a huge impact for our daycare and our community. We would not exist without it,” said Jessica Thompson, co-owner and operator, Alberni Valley Saplings. “Our community, like many, has a major need for more child care spaces, and we are so happy to be a part of addressing that need. So far, we have received really positive feedback from families and the community about our program.”

The Province has funded almost 26,000 new licensed spaces since the launch of Childcare BC – more than 6,000 of which are now open.

“As we enter the fourth year of our 10-year Childcare BC plan, thousands of families are already feeling the life-changing impact of having affordable, quality and inclusive child care,”

said Katrina Chen, Minister of State for Child Care. “As we continue to build toward an inclusive universal child care system, these new spaces will make it easier for parents, especially mothers, to pursue their own goals while being part of B.C.’s economic recovery.”

An additional 4,370 spaces, funded through the 2017 Budget Update and the Early Learning and Child Care agreement with the Government of Canada, takes the total number of new child care spaces funded since July 2017 to more than 29,300.

Quick Facts:

- Since July 2018, almost 26,000 new licensed child care spaces have been funded in British Columbia, including 235 in Port Alberni and 85 in Parksville.
- The Childcare BC plan has helped parents save up to \$1,600 a month, per child, for a total of over \$770 million through the Affordable Child Care Benefit and Child Care Fee Reduction Initiative.
- As a result of these investments, parents in the Parksville-Qualicum and the mid-Island-Pacific rim regions have saved more than \$6 million and \$8.5 million, respectively.
- Early childhood educators in the Parksville-Qualicum and mid-Island-Pacific rim regions have received over \$850,000 in wage enhancements combined.

Learn More:

For information on health and safety standards for child care during COVID-19:

www.gov.bc.ca/ChildCareCovid-19Response

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

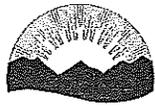
More about Childcare BC: www.gov.bc.ca/childcare

A backgrounder follows.

Contact:

Ministry of Children and Family Development
Government Communications and Public
Engagement
778 587-3237

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



BACKGROUND

For Immediate Release
2021CFD0036-000943
May 19, 2021

Ministry of Children and Family Development

New child care spaces create more options for families

This backgrounder contains additional information on the eight projects that will create 383 new licensed child care spaces in Lantzville, Port Alberni and Parksville. Of these, 98 spaces are expected to be open by the end of the year.

Uy'sqwalawun Childcare Centre (Lantzville)

Operated by the Nanoose First Nation, this new facility will create 85 new child care spaces, including 12 spaces for infants and toddlers, 24 spaces for children aged three years to kindergarten, 25 spaces for school-age children, and 24 preschool spaces. The facility will feature Hul'q'umi'num language immersion and will offer parenting workshops, including Nobody's Perfect parenting, Bringing Tradition Home, Circle of Security and Bringing Our Families Together. Completion is expected by September 2022.

Seaview Elementary Learning and Child Care Centre (Lantzville)

School District No. 68, which is building a new child care facility on the grounds of Seaview Elementary school, will create 52 new child care spaces, including 12 spaces for infants and toddlers, 16 spaces for children aged three years to kindergarten and 24 spaces for school-age children. The school district has an English language learning co-ordinator, a settlement worker, and Arabic and Mandarin cultural supports to help children and families. The new facility is expected to be open in fall 2022.

Oomiiqsu Child Care Centre (Port Alberni)

BC Housing, under the Women's Transitional Housing Fund, is partnering with Huu-ay-aht First Nations to create Oomiiqsu — an Aboriginal Mothers' Centre — that includes the Oomiiqsu Child Care Centre. The centre will create 24 new child spaces for children residing in Oomiiqsu, including eight spaces for infants and toddlers and 16 spaces for children aged three years to kindergarten. Oomiiqsu will provide on-site supported housing for 12 families, and 24-hour wraparound supports for mothers and children to address protection concerns, neglect, domestic violence, substance use, mental health, parenting, child care needs, poverty, employment and social/emotional issues in a culturally appropriate and supportive space. Oomiiqsu will also have four transitional housing units. The Oomiiqsu Childcare Centre is expected to be open in September 2023.

Mighty Learners Child Care Centre (Port Alberni)

Renovations to A.W. Neill Elementary school will create 81 new child care spaces, including eight spaces for infants and toddlers, 16 spaces for children aged three years to kindergarten and 57 spaces for school-age children. After-hours programming with community organizations

will support family outreach, reduce barriers of access and work collaboratively with family navigators. Mighty Learners will provide culturally responsive programming, be inclusive, support resiliency and have a family-centred approach. The child care centre will be accessible and is expected to be completed by the end of the year.

The Learning Lab Preschool (Port Alberni)

Renovations at The Family Hub at E.J. Dunn Elementary school will convert a tennis court at the current preschool site into an accessible outdoor play space and water play area, which will add five (10 part-time) new preschool child care spaces. Renovations are expected to be complete by August 2021.

City of Port Alberni (Port Alberni)

The City of Port Alberni is partnering with the Community Arts Council to create 66 new child care spaces, including 15 spaces for infants and toddlers, 19 spaces for children aged three years to kindergarten, 24 spaces for school-age children and eight spaces for children up to the age of 12. This project will also include 22 additional spaces funded through the Union of B.C. Municipalities. The facility will be located next to the Eighth Ave Learning Centre, which provides alternative and distance-learning opportunities, so families will be able to access the child care facility while attending school. Completion is expected by December 2022.

Craig Street Commons (Parksville)

Renovations to a former school will create 12 new child care spaces for school-age children. Operated by School District #69, the facility will include a care model that allows for a seamless transition of children to and from child care and classrooms as well as fluid communication between parents, teachers and child care providers. Completion is expected by August 2021.

BGCCVI Parksville Child and Family Centre (Parksville)

Renovations to the Parksville Community Centre will create 58 new child care spaces, including four for infants and toddlers and 54 for school-age children. An additional 33 spaces will be funded through the Union of B.C. Municipalities, bringing the total number of new child care spaces at the facility to 91. The City of Parksville is partnering with the Boys and Girls Clubs Central Vancouver Island to operate the facility and provide diverse community programming. The centre will be fully accessible, provide transportation for out-of-school care programs and have a new outdoor space. It will open in January 2022.

Contact:

Ministry of Children and Family Development
Government Communications and Public
Engagement
778 587-3237

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Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative:

R. Elaine Young

Committee Name:

Oceanside Track Steering Committee

Meeting Location:

Zoom

Meeting Time:

9:00 AM May 11, 2021

Mandate:

To upgrade Ballenas Secondary track so that it can be safely used by all in the Oceanside community.

Introductions and acknowledgements – Welcome to RDN staff Members

Updates:

- School District – no update
- Town of Qualicum – looking at an additional amount to contribute. Will know in a month.
- Parksville – UBCM declined using the gas tax to fund because school district property (owned by the province) and can't be used. MLA Walker is following up from the provincial point of view. Exploring other avenues to have \$\$ from Parksville. Could explore a MOU with the school district to create a quasi-lease situation.

Fundraising:

- List of fundraising activities presented.
- More information coming including emailable data.
- Go Fund Me pages set up and active for groups, walks and runs.
- Gaming grant possibly through ORCA

No meeting set – will be a meeting in June

News update:

After the meeting it was learned that the shared use agreement for the Track will allow for the use of the Gas Tax monies from the City of Parksville. Good news indeed!



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Early Years Table
Meeting Location: Zoom
Meeting Time: 10:30 May 6, 2021

Mission Statement:

The 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

In Attendance (Agency list):

SOS; Parent support services; Pacific Care; Oceanside Health and Wellness Network, Oceanside Building Learning Together; Vancouver Island Library; School District 69; SOURCES; Play Oceanside, RDN Recreation and Arrowsmith Recreation (ACRA)

Indigenous Acknowledgment:

Judi shared a reading and a graphic. Acknowledgment of the Red dress day remembering Murdered and Missing Indigenous Girls and Women.

First 2000 Days:

- Harvard study – strategies to work with the 3 pillars – resiliency-based interventions (reducing sources of stress, mentorship/support with adults; supporting independent skills.)
- Tamarack-- (Connecting, aligning, learning, managing) CALM interventions.
- Child and Youth Wellness Group (OHWN) 2nd meeting – terms of reference in progress.
- Serve and return interaction for young children to assist with development of the brain.

Childcare update

Licensing is a bit backed up due to COVID. Moving ahead with the Arrowview site. \$10 a day childcare is hopefully coming with Federal and Provincial supports.

Pete the Cat:

You Tube videos are up and available. Great help from the community. Take away bags were a big hit. Soup and handouts were great. Short evaluation of those present was positive. Inspired organizations to do more videos.

Storybook Village

Hope to be open July 6 -August 12. Registration not drop-in.

COVID survey

Early June for the younger learners through OBLT

Next Meeting – June 3 at noon via zoom

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

Action Item	Responsibility	Status	Proposed Deadline
<p>Letter to City of Parkville (April 27, 2021) THAT the Board of Education of School District 69 (Qualicum) write a letter to City of Parkville expressing its support for Option 4 and that option move ahead as quickly as possible, prior to September</p>	Board Chair	Sent April 28 th	COMPLETED
<p>Commissioning of External Report re Carbon Emission Practices (March 9, 2021) THAT the Board of Education of School District 69 (Qualicum) ask staff to commission a report by an independent consultant to review our carbon emission practices and operations and create options for the board to consider as we move toward carbon reduction. The costing for this report would be obtained from the 2020/21 budget, and is not to exceed \$20,000</p>	Secretary Treasurer/General Manager of Operations & Maintenance	Update as provided in the Finance & Operations Committee Report from April 2021	TBD
<p>Social Justice Working Group (February 23, 2021) THAT the Board of Education of School District 69 (Qualicum) establish a working group to discuss, refine and accept a definition of Social Justice and invite interested stakeholders to join, with the goal of completing an environmental scan and action plan</p>	Trustees Flynn and Young/Associate Superintendent	-Meeting held April 1 (report included on agenda) -Interested stakeholders will be invited to participate at which time the definition of Social Justice will be determined.	Ongoing
<p>Exploration of Community Schools Concept - December 15, 2020 THAT the Board of Education of School District 69 (Qualicum) requests staff to further explore the community school concept and to bring a report back to the Board through the Finance & Operations Committee before the end of this school year</p>	Superintendent/ Secretary Treasurer	In progress	June 2021
<p>Codes of Conduct Working Group - September 22, 2020 THAT the Board of Education of School District 69 (Qualicum) ask senior staff to create a working group, which includes student and parent advisory council representatives, to work on the School Codes of Conduct</p>	Gillian Wilson	Working with each school and the Social Justice Working group. These are connected to the work of the Social Justice Working Group. Codes of Conduct Reviews due April 15 Codes of Conduct with changes highlighted due to Superintendent by July 15, 2021.	July 2021
<p>Use of Common Space for Artwork - March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parkville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent</p>	Senior Staff	Deferred due to COVID	TBD
<p>Climate Action Symposium - December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	Has been decided to move timeline from spring 2020 to fall 2020 Will now depend on status of pandemic	TBD



Briefing Note

Date: May 25, 2021
To: Board of Education
From: Dr. Keven Elder, Superintendent of Schools
cc: Gillian Wilson, Associate Superintendent
Ron Amos, Secretary Treasurer
RE: **Framework for District Strategic Planning**

I am pleased to bring to the Board the district's first Framework for Strategic Planning (FDSP) as attached. I ask that the Board receive and approve this plan for distribution, publication and ongoing use as a planning document.

As trustees will know, effective strategic planning for a school district, as for any complex organization, encompasses all elements of operations and core functions. While the Board currently has what has been called a strategic plan, it is clearly an overview of strategic priorities for enhancing student learning absent of goals and measurable outcomes. It is, at the same time, a clear and compelling overview of what matters most, and should continue to be followed and celebrated. However, it may be more accurately described as the Board's Strategic Priorities for Learning and Student Support, and be captured as a central planning document within a more comprehensive framework for true district strategic planning as captured in this proposal.

It is also important to note that the district currently has a number of plans, some of them strategic by way of measurable goals and ongoing collection of evidence to inform future planning. Those include the First Nations, Métis and Inuit Education Enhancement Agreement, the Information Technology Plan and the Five-Year Capital Plan. Other department level strategic planning documents are under development, for example the Human Resources and Labour Relations Strategic Plan. All of these are evidence that within the district there are numerous planning domains that have periodic review cycles and which regularly capture evidence in relation to goals in order to advance future priorities and plans.

The document being submitted today is entitled Framework for District Strategic Planning. It captures within one document summaries of strategic planning within 13 different domains, those being:

1. District and School Plans for Enhancing Student Learning
2. First Nations, Métis and Inuit Education Enhancement Agreement
3. Ministry of Education Framework for Enhancing Student Learning
4. Board Governance
5. District Programs
6. Financial Planning
7. Human Resources and Labour Relations
8. Facilities, Operations and Transportation
9. Information Technology
10. External Communications
11. Relationships and Partnerships
12. Climate Change and Environmental Sustainability
13. Social Justice

-2-

I commend every member of our leadership team who has taken responsibility for creating planning documents and measurable goals in each of these domains, including those who have held that responsibility for some time now. The goal of the creation of the FDSP is to capture all district planning in one location, and to refine the work that has been done to date in these domains to ensure that each has measurable goals against which evidence can be collected for future planning. Also important is ensuring that in each domain the planning has been front-ended with the question of what is most important at this time in that domain. Even that deliberation takes time and system wide collaboration, making these planning processes somewhat time consuming but critical to our success as a school district.

Please note that one of the domains (number 3) is a critical new planning requirement mandated by the Ministry of Education, that being the Framework for Enhancing Student Learning (FESL). The report required by that Ministry mandate is currently being drafted and will be due for publication and submission to the Ministry by the end of September of each year. A draft of that report will come to the Board in June in anticipation of finalization in September.

I look forward to supporting trustee deliberations on this Framework for District Strategic Planning and request that it be received and approved for distribution and publication.

With respect,

Dr. Keven Elder
Superintendent of Schools

Attachment

**School District 69 Qualicum
 Framework for District Strategic Planning
 School Year 2021/22
 To Be Revised Annually**

Contents:

Ministry of Education Strategic Planning Requirements for School Districts	2
Overall: Framework for District Planning	3
Section 1: District and School Plans for Enhancing Student Learning	4
Section 2: First Nations, Métis and Inuit Education Enhancement Agreement	6
Section 3: Ministry of Education Framework for Enhancing Student Learning	8
Section 4: Board Governance	10
Section 5: District Programs	11
Section 6: Financial Planning	14
Section 7: Human Resources and Labour Relations	15
Section 8: Facilities, Operations and Transportation	16
Section 9: Information Technology	18
Section 10: External Communications	19
Section 11: Relationships and Partnerships	20
Section 12: Climate Change and Environmental Sustainability	21
Section 13: Social Justice	22

School District 69 exists within the shared, unceded territories of Coast Salish People and within the shared traditional territories of the Qualicum and Snaw Naw As First Nations.

Ministry of Education Strategic Planning Requirements for School Districts

The Ministry of Education's Framework for Enhancing Student Learning (July 2020) states that Boards are to "set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve educational outcomes for all students." The policy states further that "boards are expected to improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities."

The policy speaks to a "shared commitment and common values including literacy, numeracy, graduation, belonging and career life goals." Additionally, "provincial, district and school educational outcomes, goals, objectives and measures should be specific, meaningful, measurable and evidence informed" and must be reported in alignment with the provincial Enhancing Student Learning Reporting Order M302.

Overall, Boards must create and maintain plans that:

- Focus on improved outcomes for all students
- Improve equity of outcomes for Indigenous learners, children in care, and students with diverse abilities
- Demonstrate alignment of resources and operational plans with the Board's strategic plan
- Have a multi-year strategic plan
- Report at least annually
- May include local priorities and success measures that are reflective of local context
- Focus on safety and well-being, literacy, numeracy, grade to grade transitions, 5-year graduation rates, core competencies, and transitions to post-secondary institutions
- Focus on climate change and environmental sustainability
- For student achievement data, include sub-categories of:
 - Indigenous students on reserve
 - Indigenous students off reserve
 - Children and youth in care
 - Students with diverse abilities or disabilities

Overall: Framework for District Planning

The best school district strategic plans are about more than student outcomes. Strong plans provide an overall framework of planning in all aspects of district operations in support of educational priorities. For the Qualicum School District those educational priorities are as described in the Board's Enhancing Student Learning Documents (see Section 1).

For School District 69 (Qualicum) that overall framework for strategic planning is captured in this document which provides planning level overviews of the following key areas of the school district (with links to more detailed planning document embedded within this framework document):

1. District and School Plans for Enhancing Student Learning
2. First Nations, Métis and Inuit Education Enhancement Agreement
3. Ministry of Education Framework for Enhancing Student Learning
4. Board Governance
5. District Programs
6. Financial Planning
7. Human Resources
8. Facilities, Operations and Transportation
9. Information Technology
10. External Communications
11. Partnerships and Relationships
12. Climate Action and Environmental Sustainability
13. Social Justice

In Sections 1 through 3, a summary will be provided within this document of key elements of these crucial planning documents. That summary will include an overview of goals within each element. Evidence in regard to these domains will be provided through the Framework for Enhancing Student Learning report that will be prepared in accordance with Section 3.

In sections 4 through 11, a summary of goals for each domain will be provided along with a link, where applicable, to district planning documents which all be posted under the Planning and Directions link on the main facing page of the district website www.sd69.bc.ca. Evidence in regard to sections 4 through 11 will be as described in each section.

Section 1: District and School Plans for Enhancing Student Learning

The Board's strategic plan, 2019-2023, in its current form, is in fact a learning plan rather than a full strategic plan. For the purposes of this planning framework that document will be nominally retitled as the District Plan for Enhancing Student Learning (DPESL).

This plan for enhancing learning was developed out of extensive district and partner collaboration leading to the Board's adoption of its five-year plan early in 2019. It centres around three strategic priorities: Student-Centred Learning; Quality Teaching and Leadership; and, Social Emotional Learning.

It is expected that these strategic priorities, which permeate all planning and governance conversations throughout the school district, will serve as a foundation for measurable gains in student outcomes as described in Section 3 (Ministry Framework for Enhancing Student Learning) which follows.

The **District Plan for Enhancing Student Learning (DPESL)** incorporates the following strategic priorities.

1.1 Strategic Priority 1: Student-Centered Learning

- Student choice in their learning
- Student choice in their assessment methods
- Student voice in the design of learning
- Indigenous understandings at the forefront
- Recognition of and support for unique needs
- Flexible and responsive structures and programs
- Varied and differentiated learning environments
- Multiple pathways to success for learners
- Inter-disciplinary approaches to teaching and learning
- Co-curricular (complementary) learning opportunities
- Technology as an embedded component of learning

1.2 Strategic Priority 2: Quality Teaching and Leadership

- Learner-focused instruction and support
- Multiple points of entry to learning for students
- Differentiated instruction
- Competency-based focus for teaching and learning
- Commitment to the new curriculum
- Improved assessment and evaluation practices
- Continuous communication of student learning
- Instruction oriented to “next steps” in learning
- Support for experiential learning experiences
- Commitment to self-reflection as part of learning

- Use of technology as a support for learning
- Collaboration with colleagues

1.3 Strategic Priority 3: Social Emotional Learning

- All learners “bringing themselves fully” to learning
- Use of a trauma-informed lens in service to children
- Focus on belonging, inclusion and connection
- Commitment to health and well-being of all
- Focus on supports for self-regulation of learners
- Support for learners developing resiliency
- Taking a growth-oriented approach to all learning
- Ensuring optimal supports for vulnerable learners
- Accessing all available resources in our communities

School Plans for Enhancing Student Learning (SPESL) are developed annually within each of the District’s school communities. These are extensive, collaborative processes that have been in place for many years and which result in each school’s plan being submitted to the Board in the spring of each year, signed by staff, parent and administrative representatives of the school. Each plan is grounded in the Board’s strategic priorities alongside priorities for student learning and success as identified through evidence-based discussions within each school community.

The full district enhancing student learning document can be found through the “District Planning and Directions” link on the School District 69 website www.sd69.bc.ca.

Each school plan can be accessed via the school’s website. Those websites can be accessed either directly or through the Board’s website www.sd69.bc.ca under the Schools tab.

Evidence Tracking: Within the Ministry Framework for Enhancing Student Learning (section 3)

Future Consideration: Reframe future strategic priorities going forward in ways that are more aligned with principles of strategic planning.

Section 2: First Nations, Métis and Inuit Education Enhancement Agreement

School District 69 exists within the territories of Coast Salish People within the shared traditional territories of Qualicum and Snaw-Naw-As (Nanoose) First Nations. School District 69 welcomes and supports all First Nations, Métis and Inuit families and students, with the understanding in this context that First Nations includes all Aboriginal people and people of Métis and Inuit ancestry.

The 2015-2020 Education Enhancement Agreement (the Agreement), among the First Nations, Métis and Inuit people living in the boundaries of School District 69, School District 69 and the Ministry of Education, respects the right of all First Nations, Métis and Inuit students to receive a quality education in the public school system. The Agreement also prioritizes a meaningful graduation that provides a foundation for students to become successful, contributing members of the community and society of their choice.

The 2015-2020 Agreement was developed out of an extensive community and partner consultation process in 2014, which flowed from a process in 2008 that created the District's first 2009-2014 Enhancement Agreement. That Agreement had been built on the earliest Agreement for the period 2004 to 2008. The Agreement will now move toward its fourth iteration through a collaborative review process and renewal during the 2021/22 school year, having lost the 2020/21 planning year to the global pandemic.

It is expected that the ideals as described in the Agreement will serve as a foundation for measurable gains in student outcomes as described in Section 3 (Ministry Framework for Enhancing Student Learning) which follows.

The Agreement is based on the following Guiding Principles which state that “we believe it is important to:”

- Honour and acknowledge the traditional teachings of the elders/ancestors and the wisdom and guidance which are to be found in First Nations, Métis and Inuit culture.
- Promote a learning environment where First Nations, Métis and Inuit students feel confident and proud of their ancestry and where all students are aware, knowledgeable and respectful of First Nations, Métis and Inuit culture.
- Acknowledge that, at this time, the school success of First Nations, Métis and Inuit students may require enhancement in the form of the provision of additional resources and educational opportunities.
- Develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of First Nations, Métis and Inuit students.

The Agreement has five primary goals, each of which is described in the full document with a rationale and an extensive list of strategies to support each goal. Additionally, each goal lists evidence that is reviewed annually under the leadership of the Indigenous Advisory Committee.

The Enhancement Agreement goals are:

- 1 To support the transition of students between grades 10 to 12.
- 2 To improve the numeracy achievement of First Nations, Métis and Inuit students at all levels.
- 3 To improve the Hul'q'umi'num language skills and knowledge of students in School District 69 (Qualicum).
- 4 To increase an understanding and awareness of Indigenous pedagogy among all students and staff in School District 69.
- 5 To improve attendance of students by continuing to explore flexible learning environments.

The full enhancement agreement can be found through the "District Planning and Directions" link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: Within the Ministry Framework for Enhancing Student Learning (section 3)

Future Consideration: Ensure that an extensive process is undertaken in consultation with Qualicum and Snaw Naw As First Nations and representatives of all Indigenous communities connected to the School District in the creation of the next Enhancement Agreement. Also, ensure that elements of Truth and Reconciliation are factored into those planning sessions.

Section 3: Ministry of Education Framework for Enhancing Student Learning

In 2021 the Ministry of Education mandated, through the Enhancing Student Learning Reporting Ministerial Order M302/20, a specific requirement for goal setting and evidence tracking in relation to key domains of student success in K-12 education. This planning and reporting requirement is known as the Framework for Enhancing Student Learning (FESL), and it is defined in the Ministerial Order as follows:

Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister. The report must include the following information regarding student performance, including outcomes and measures as set out below:

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Career Development

Educational Outcome 4: Students will graduate.

Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
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Educational Outcome 5 Students will have the core competencies to achieve their career and life goals.

Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years 4
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The report must establish categories for each of the following student populations and report on those categories separately:

- (a) Indigenous students
 - (i) living on reserve, and
 - (ii) living off reserve;
- (b) children and youth in care; and
- (c) students with disabilities or diverse abilities.

The report will also include information relating to the Board's approach to continuous improvement of student achievement. The report must not exceed 10 pages in length.

The full FESL document for School District 69 is submitted to the Ministry and published annually as required by the Ministerial Order between June 1 and September 30, commencing in calendar year 2021. Effective September 2021, the District's FESL document can be found through the "District Planning and Directions" link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: Within this Ministry Framework for Enhancing Student Learning document as submitted to the Ministry of Education between June 30 and September 30 every year.

Future Considerations: To work from the first FESL document prepared in 2021 in a way that ensures that future FESL documents are relevant, user-friendly, and supportive of the District Plan for Enhancing Student Learning.

Section 4: Board Governance

The Board of Education is committed to abiding by the following governance goals:

1. The Board will align all of its processes and decision making with its adopted strategic priorities.
2. The Board will demonstrate consistency in its processes and decision-making with its declared values, guiding principles and vision.
3. The Board will demonstrate adherence to its declared guiding principles for decision making.
4. The Board, supported by senior staff, will be effective advocates for public education in its dealings with the Ministry of Education and provincial partners.
5. The Board will abide by the procedural goals as outlined in Board Bylaw I.
6. The Board will ensure that its committee structures are strong and effective, using those committee processes to fully inform Board level decisions.
7. The Board will ensure that the Board/Superintendent relationship is strong and demonstrates clear delineation of and support for governance and management responsibilities.
8. The Board will be effective, both within the district and beyond, in its governance level leadership in the area of environmental stewardship.
9. The Board will be effective, both within the district and beyond, in its governance level leadership in the area of social justice.

Evidence Tracking: To be determined
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Section 5: District Programs

School District 69 offers many programs of choice for students of all ages. **District, school and program leaders are responsible for planning, goal-setting and evidence tracking.** The reader is directed to the school district website www.sd69.bc.ca and the drop-down menu item “Programs and Services” for an overview of each program. As described on the website, programs and services in School District 69 are as follows:

Learning Supports

School District 69 is committed to providing inclusive opportunities for all learners within a model of universal comprehensive supports and a culture of equity. We are committed to supporting all students in regular classrooms and age-appropriate placements as much as possible. Learning support staff believe that “our purpose is to build collaborative, personalized, inclusive learning communities that will develop resilient students who are contributing members of an increasingly diverse society.”

School-based Learning Support services include:

- Learning Support Teachers
- School Counsellors
- Education Assistants
- Child and Youth Care Workers

District-based Learning Support services include:

- School Psychology Services
- Speech and Language Services
- Hearing and Vision Services
- Occupational Therapy and Physiotherapy Services
- Homebound/Outreach Services

Career Education

Career Education program responsibility is shared among schools with formal district leadership in the portfolio of the Principal of the Collaborative Education Alternate Program (CEAP). The programs are designed to:

- promote career and learning management;
- support students in attainment of the Career Education credits at the secondary level;
- advocate for the importance and relevance of lifelong planning for careers and learning;
- strengthen the connection between educational curricula and the changing world of work;
- support partnerships between schools and community;
- provide unique career development opportunities for students including work experience and apprenticeships; and,

- offer opportunities for students to make meaningful transitions from the public school system to the world of work and post-secondary education.

StrongStart and Early Learning

School District 69 participates in and oversees the work of the Oceanside Building and Learning Together (OBLT) coalition. Since its inception in 1999, OBLT has worked from its foundation of its mission statement which is, “enhancing life-long learning by supporting strong family relationships and building community capacity through effective learning opportunities. Programs led and supported by OBLT include:

- The Early Years Table (coalition for early years and early learning)
- BC StrongStart Program: Munchkinland (Parksville and Qualicum locations) including program such as Storybook Village, Out and About, Music Time, Breakfast Club and Arrowview and Errington Elementary School child care centres.
- BC StrongStart Program: WOW Bus (Word on Wheels)
- Technology Learning Centre for all Oceanside residents
- Community Resource Hub as a gathering place of information for people and information

French Programs

Core French is offered as French as a Second Language instruction program for all students in grades 5 through 8 and as an elective for students in grades 9 through 12. French Immersion is offered at École Oceanside Elementary School for students in kindergarten through grade 7 and at École Ballenas Secondary School for students in grades 8 through 12. The French Immersion program is designed to:

- instill a lifelong ability to communicate with French speaking people here in Canada and around the globe;
- encourage an interest in and foster the ability for learning other languages;
- enhance creativity and problem-solving ability;
- enhance enjoyment of literature, art, music, theatre and travel;
- increase understanding of and respect for other people and cultures;
- provide access to a larger pool of information and to more educational and career opportunities; and,
- help children to understand more about themselves, their country and their fellow Canadians.

International Student Program

The Qualicum International Student Program (ISP) invites students from around the world to participate in schooling in School District 69, with the preponderance of students attending secondary schools from grades 8 through 12. Up to 200 full-time equivalent (FTE) students, will attend the ISP on an annual basis, with attendance ranging from one semester to a secondary school experience leading to a BC Dogwood graduation.

The program also offers short term and summer study groups where groups of students from abroad attend for a period of one to three weeks in customized programs. For both long-stay and short-term programs, a large majority of students live with local families in our home-stay program for the duration of their stay in the Oceanside community.

An important part of the ISP is its operation as a business within the school district, meaning that it has a business plan that is revised annually based on anticipated enrolment in the following school year. During times of high enrolment, the program not only fully sustains itself through student fees but it provides additional resources to the school district for its operating budget.

Indigenous Education Program (see Section 2)

School District 69 welcomes and supports all First Nations, Métis and Inuit families and students, with the understanding in this context, that First Nations includes all Indigenous people and people of Métis and Inuit ancestry.

The Education Enhancement Agreement between the First Nations, Métis and Inuit people living in the boundaries of School District 69, School District and the Ministry of Education respects the right of all First Nations, Métis and Inuit students to receive a quality education in the public school system and a meaningful graduation that provides a foundation for students to become successful contributing members of the community and society of their choice.

District Education Programs of Choice

School District 69 Qualicum is proud to offer a wide range of specialty educational programs in addition to those listed above. Those include:

- The Aquatics Leadership Program
- Head Start – Dual Credit Post-Secondary Programs and Courses
- The Primary Learning Community Program at Craig Street Commons
- Qualicum Music Programs at School District 69 Secondary Schools
- Rivers, Oceans, Mountains and Streams (ROAMS) outdoor adventure program
- Global ROAMS for local and international students
- School of Golf at Pheasant Glen Golf Course
- Science, Technology, Robotics, Engineering and Math (STREAM) for grades 4 to 7
- School District 69 Hockey Program
- Secondary School Apprenticeship (SSA) Program
- Technology Integrated Distributed Experiential Studies (TIDES) for grades 8 and 9.
- TIDES Graduation Program for grades 10 through 12.
- Vancouver Island Ski Patrol Program (VISPP) for students in grades 11 and 12.

Evidence Tracking: See program overviews at www.sd69.bc.ca.

Section 6: Financial Planning

1. The finance department will serve as stewards of the school district's financial resources in an effective and sustainable way in support of school district operations and student success, and senior staff will support the Board's advocacy for adequate funding for public education.
2. Decision makers, including trustees and staff, will be provided the financial management support they need to make informed decisions and identify key risks.
3. Budgeting and planning will be based on accurate and timely information, will invite and respect the involvement of stakeholders, and will be aligned with the Board's strategic priorities, facilities plans and other important operational plans.
4. Financial systems will operate effectively including ensuring that transactions are appropriate, financial performance and risks are monitored, assets are safeguarded and accurate financial information is produced.
5. The operational effectiveness and efficiency of financial processes will be continuously improved.
6. Good financial accounting practice will ensure that compliance to new and existing regulations and standards are adhered to and that emerging trends will be monitored.
7. Investment of available reserves will be prudently managed to provide the best possible return on investment.

Evidence Tracking: To be determined

Section 7: Human Resources and Labour Relations (HR/LR)

People are our largest and most important resource. As such, School District 69 is committed to effective HR/LR practices in support of a healthy, skilled and motivated workforce.

1. The district will be viewed as an equal opportunity employer of choice, and will be successfully promoted as a great place to work, learn and grow.
2. The district will maintain HR/LR policies, procedures and processes that demonstrate a cultural environment of consistency, and support diversity and employment equity.
3. The district will continue to apply for the Human Rights exemption for hiring of people of Indigenous ancestry for positions relevant to that exemption.
4. The district will retain valuable talent by keeping employees engaged and safe through effective practices related to health, safety and wellness for all staff.
5. The district will maintain and promote professional, positive, proactive relationships with individual employees, our unions and partners.
6. The district will empower employees to perform their best by supporting ongoing structures and opportunities for professional learning ensuring capacity building for all employees with a focus on leadership, accountability and continuous learning and improvement.

The full Human Resources Strategic Plan document can be found through the “District Planning and Directions” link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: To be determined

Section 8: Facilities, Operations and Transportation

Working under the direction of the General Manager of Operations, our Operations and Maintenance (O and M) team has developed the following goals for ongoing monitoring and review as part of the school district's Framework for District Strategic Planning.

1. The O and M department will demonstrate strong fiscal responsibility and continuous improvement in facilities management. As part of this goal, O and M leadership staff will demonstrate an understanding of the district strategic priorities and demonstrate a focus on continuous improvement within operations in support of learning.
2. Working within the Ministry Facility Assessment Program requirements, O and M will continually update systems to meet beyond life-cycle expectations of equipment.
3. District projects will be effectively prioritized for funding and project completion through the Annual Facility, School Enhancement Program, Carbon Neutral Capital Program, Playground Equipment Program or Building Envelope Program.
4. O and M leadership will collaborate effectively with district senior staff and school-based administration in support of continuous updating for student and staff needs.
5. O and M leadership will work closely with staff through weekly Trades, Lead Hand, and Safety meetings, as well as monthly transportation and custodial meetings to understand issues that arise from each week. The focus of these meetings is for communication between staff and management so that the needs that require decisions are addressed in a timely manner.
6. Employees will access multiple avenues for communication within the O and M department, including accessing members of the O and M leadership team meeting as and when needed.
7. Staff will be trained and supported to offer exceptional service and to continually improve service delivery by using a combination of new and proven approaches.
8. Maintenance and renewal efforts will be coherent and aligned within a system of clear processes for prioritizing and completing work. That will include using the Annual Facilities Grant (AFG) process to prioritize annual projects, liaising internally with trades and other staff to set meaningful goals for work completion, and having an effective work order process.
9. Student transportation will be provided in ways that feature clear means of students and families accessing the service, with transportation operating as a user-focused on-time enterprise. In service to that goal, the district will make effective uses of the Z-pass system for tracking students.
10. The district's Long-Range Facilities Plan will be effective and progressive, updated on an annual basis, and the subject of a thorough review and reset every few years as needed.

The Board's Long-Range Facilities Plan document can be found through the "District Planning and Directions" link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: To be determined

Section 9: Information Technology (IT)

The district IT programs operate under the leadership and direction of the District Principal of Information Technology, with active and ongoing support of district senior staff, as well as continuous guidance and support from the district technology advisory committee. The IT goals for the district are as described in the District Educational Technology Plan, due for review and revision during the 2021/22 school year. The department goals are as follow.

1. The goals of the District Educational Technology plan will be met in the areas of:
 - Professional Learning
 - Student Learning
 - Maintaining and Improving Educational Technology Infrastructure
2. The IT department will deliver information technology products and services that meet the needs of staff and students.
3. The IT department will provide robust and effective infrastructures and support for the school district's student information systems.
4. The IT department will provide robust and effective infrastructures and support for the school district's business systems including finance, human resources and operations.
5. The IT department will develop and retain quality information technology professionals and enable communications and collaboration among information technology professionals and users of information technology in the district.

The 2016-2021 Educational Technology Plan can be found through the "District Planning and Directions" link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: To be determined

Section 10: External Communications

The Board adopted its first External Communications plan at its public Board meeting of February 23, 2021. The goals of the plan are to:

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

The plan contains the following sections:

- Objectives of the plan
- Audiences
- Key messages
- Implementation of the plan
- External communication strategies (website, publicity, promotions, engagement)
- Assessment
- Resources
- Information Technology synopsis

The Board's External Communications Plan can be found through the "District Planning and Directions" link on the School District 69 website www.sd69.bc.ca.

Evidence Tracking: As described in the plan, a continuous assessment cycle will be implemented to monitor the effectiveness of the strategies contained in the plan. Qualitative data will be collected through surveys and focus groups, while quantitative data can be collected in areas such as frequency of visits to district websites.

Section I I: Relationships and Partnerships

Relationships and partnerships are crucial to the effective operation of the school district and to our ability to serve children and families in ways that optimize supports and outcomes. Goals in relation to relationships and partnerships are as follow.

1. Parent Advisory Councils and the District Parent Advisory Council will report that they have full and effective involvement in schools, both in their contributions to decision-making and their support of and advocacy for other parents.
2. Representatives of the Mount Arrowsmith Teachers' Association (MATA) and the Canadian Union of Public Employees (CUPE) Local 3570 will report that they are routinely and meaningfully connected to the work of the school district.
3. Representatives of the Qualicum and Snaw-Naw-As (Nanoose) First Nations will report that they are respectfully invited into and meaningfully connected to the work of the school district.
4. Community representatives will report that they view the Board as well as district and school leaders as reaching out with information and invitations to be involved in the life of schools and the school district.
5. Community forums will be held at times when the Board and community need to be connected in meaningful processes, and these forums will be viewed by participants as being effective and worthwhile.
6. Input and feedback will be solicited from the broader community in ways that support effective decision-making by the Board and district leadership team.
7. Partner agencies will report that their involvement with the school district is meaningful and supportive of student success, including through representation on Board committees.
8. The Board will have effective working relationships with the Town of Qualicum Beach, the City of Parksville and the Regional District of Nanaimo.

Evidence Tracking: To be determined
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Section 12 Climate Change and Environmental Sustainability

The Board of Education is committed to environmental stewardship and environmental sustainability. To that end, the Board declared a climate emergency and created a Climate Action Task Force through the following motion passed unanimously in 2019.

October 22, 2019

That the Board of Education of School District 69 (Qualicum) create a Climate Action Task Force comprised of students, staff and community members; and,

That the mandate of the Task Force will be to review what the school district and community are doing to support climate action initiatives and make recommendations to the Board for further action no later than the February 2020 Regular Board Meeting

November 26, 2019

That the Board of Education of School District 69 (Qualicum) declare a Climate Emergency and address its current and future strategic priorities through a Climate Emergency lens.

The Board, on behalf of the entire school district, is committed to the following climate action and environmental sustainability goals:

1. The Board will meet or exceed the provincial government's declared goal of reducing greenhouse gas (GHG) emissions to 40% of the levels from 2007 by 2030, and will ensure progress toward that goal as a backdrop for all decisions related to operations and facilities.
2. The Board will support GHG reduction initiatives in keeping with studies and expert advice solicited by the Board and senior staff.
3. The Climate Action Task Force (CAT Force) will work effectively with schools and community organizations to highlight climate action initiatives, make effective recommendations to the Board, and support school based environmental stewardship initiatives.
4. The Board will support climate action and environmental sustainability priorities through dedicated staff time within Operations and Maintenance and district senior staff.
5. School-based environmental stewardship initiatives will involve students and staff in meaningful sustainability opportunities including the zero-waste initiative, and the Board and senior staff will be seen to have key roles in leadership and support.
6. The district will embed a focus on environmental stewardship and climate change into learning within core and curricular competencies.

Evidence Tracking: To be determined
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Section 13 Social Justice

The Board of Education is committed to principles of social justice as reflected in the following Board motions:

June 23, 2020

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.

November 24, 2020

That the Board of Education of School District 69 (Qualicum) establish a working group, with membership from all parts of the Oceanside community including students, parents, school district employees and community members, to develop a collaborative action plan to move toward socially just schools and community. This group would be co-chaired by two School Trustees with support of Senior Management and would provide regular reports to the Regular Board meeting, including any recommendations for action.

February 23, 2021

That the Board of Education of School District 69 (Qualicum) establish a working group to discuss, refine and accept a definition of Social Justice and invite interested stakeholders to join, with the goal of completing an environmental scan and action plan.

The Board of Education will, through the work of the Social Justice committee, develop goals during the 2021/22 school year that can be implemented and tracked over time.



Education Committee of the Whole Report
Tuesday, May 18, 2021
VIA ZOOM
2:30 p.m.

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

Happy to see 24 people attend this meeting; parents, students, P/VP, senior staff and trustees.

3. SHARED LEARNING:

a. Ballenas Secondary School - Travel Request to London, Paris, Barcelona and Rome

Shannon Confortin, lead teacher for the postponed trip to Europe, presented an excellent slide show on the proposed field experience. Student participation included why they wanted to take this trip. i.e. culture, family roots, architecture. Trustees felt this presentation satisfied the educational component and mentioned the climate piece that EF tours offers. It was recommended that the topic be given further discussion/consideration at the May Regular Board meeting.

b. Kwalikum Secondary School – New Student Newspaper

New to KSS, student written newspaper with longevity since the contributors range from all grades. Link to the PDF is available on the KSS website. Lots of enthusiasm, great to see.

c. École Oceanside Elementary – Project with Class in Igloolik

A yearlong project of connection with an elementary school 3100kms away. What a concept for this class to grasp. An amazing presentation that focused on differences AND similarities between the two classrooms. Very heartwarming to watch.

4. INFORMATION

a. Foundation Skills Assessment Data

Director of Instruction Collyer provided a thorough presentation showing the differences between the old delivery method, questions and themes of the previous FSA and the revised version. This year there were many challenges and delays, so once the assessment was given, the district only had slightly more than 51% of students complete the assessment, a much lower number than in past years. Take-aways included some lagging in Numeracy in grade 4, legibility in writing, and vocabulary and growth in grade 7 with numeracy

b. Alternative Education Review

No update was provided due to time constraints.

5. DISCUSSION

a. Lessons Learned

No update was provided due to time constraints.

b. School Fees 2021-2022

Attendees discussed the school fees as provided in the agenda package. It was suggested that the cost of workbooks for various course be included on the fee schedule. This will be presented for approval by the Board at the May Regular Board Meeting.

c. Code of Conduct Review Forms 2021-2022

Associate Superintendent Wilson referred to the review forms which provided information about the process taken by each school to edit/redraft their school's code of conduct. The final versions of the schools' codes of conduct will be presented for approval by the Board at the September Regular Board Meeting.

6. QUESTION PERIOD

7. RECOMMENDATION(S) TO THE BOARD OF EDUCATION

a. Ballenas Secondary school trip to London, Paris, Barcelona and Rome in March 2022 to be forwarded to the May Regular Board Meeting for further discussion/consideration by the Board of Education.

b. Approval of the 2021-2022 School Fees Schedule with the revised addition of portfolios at the secondary level

8. FUTURE TOPICS

- September 2021 Start Up. What does it look like?

9. NEXT MEETING DATE

- Tuesday, June 15, 2021 at 2:30 via Zoom



Student Fees 2021-2022

School	Activity or Resource	Fee
AES	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	7.00
	Swim Program (Grade 3)**	45.00
	Ukulele Program (Grades 6-7) – Optional	25.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
BES	Cooking Program (Grades K/1)	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim program (Grade 3)**	20.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
EES	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim program (Grade 3) ***	Up to 45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
NBES	Music Recorder - <i>if requested by music teacher</i>	Up to 7.00
	Ukulele Program – <i>if requested by music teacher</i>	Up to 25.00
	Student Planner	8.00
ÉOES	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner	8.00
	Headphones – <i>if required by teacher</i>	\$20.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
QBES	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3)**	40.00
	** The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
SES	Combination Lock – Grades 6/7 - <i>Optional</i>	5.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	



Student Fees 2021-2022

PASS/WW	Student Activity Fee – Woodwinds	NA
	Nutrition Program (Fee per semester)	40.00 per semester if can
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	NA
BSS	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
	Workbooks - <i>Optional</i>	15.00 to 30.00 depending on course
KSS	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
	Workbooks - <i>Optional</i>	10.00 to 30.00 depending on course
CEAP	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT		
	Four Credit Course <i>(excluding free BC Ministry of Education courses)</i>	400.00
	Student Fee	50.00
PROGRAMS OF CHOICE	<p>School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> that provide unique learning opportunities for our diverse student population.</p> <p>In some cases a <i>Program of Choice</i> may result in a fee per student.</p> <p>For further information, please see "Education Programs – Programs of Choice" page located on the School District 69 website (www.sd69.bc.ca).</p>	



ÉCOLE BALLENAS SECONDARY

Building Successful Students

Principal: Rudy Terpstra

Vice-Principal: Trish Cathrine

Vice-Principal: Corleen McKinnon-Sanderson

May 6, 2021

School District 69 (Qualicum)
PO Box 430, Jensen Avenue East
Parksville, B.C.
V9P 2G3

Dear School District 69 (Qualicum) Board of Education,

Please accept this letter as support for final approval from the Board of Education for the proposed Education First Tour of London, Paris, Barcelona and Rome during Spring Break of 2022 (March 10-22, 2022). This trip, planned by Mrs. Confortin has been delayed due to travel and COVID restrictions. The school has also refunded deposit money for students who are graduating this year. We anticipate 12-24 travelers who will be joined by chaperone teachers at a ratio of 6:1. The trip will provide an excellent opportunity for our students to experience four of the most historically, artistically, and culturally significant cities in Europe.

Students will be able to experience the world that they study to realize many of the "Elaborations" in the Social Studies Curriculums, but also extend their understanding of how "Individual worldviews shape and inform our understanding of Social Justice issues (Social Justice 12) and experience, "different perspectives of past of present people, places, issues and events by considering prevailing norms, values and world beliefs (20th Century World History 12). Students will also be able to gain Independent Directed Studies 12 credits by linking their project to any three Curricular Competency's.

Ms. Confortin has provided detail of the itinerary, safety - including cancellation, and environmental considerations.

I would ask that the Board of Education grant approval for this excellent learning opportunity for our students.

Respectfully submitted,

Rudy Terpstra



ÉCOLE BALLENAS SECONDARY

Building Successful Students

Principal: Rudy Terpstra

Vice-Principal: Trish Cathrine

Vice-Principal: Corleen McKinnon-Sanderson

April 14, 2021

School District 69 (Qualicum)
PO Box 430, Jensen Avenue East
Parksville, B.C.
V9P 2G3

Dear School District 69 (Qualicum) Board of Education,

Please accept my request for final approval from the Board of Education for the proposed Education First Tour of London, Paris, Barcelona and Rome during Spring Break of 2022 (March 10-22, 2022). At this point, I don't know the final number of Ballenas students but there will be a teacher chaperone for every 6 Ballenas students and an experienced Education First tour director. Many travelers cancelled at the beginning of COVID but are now looking to rejoin the group but I am anticipating between 12-24 travelers. The trip will provide an excellent opportunity for our students to experience four of the most historically, artistically, and culturally significant cities in Europe.

Students will experience amazing architecture, innovation and artistic brilliance, which will hopefully encourage their own creativity and spark a desire for lifelong learning. Exposing students to the actual historical sites where Western politics and world events unfolded will deepen their understanding of world history and have academic results. Experiencing these iconic cities and their unique cultures will allow students to appreciate their place in the world and develop new perspectives and a tolerance of others. Students will set a learning goal of personal interest and keep a travel journal. Upon completion of this trip, students will reflect on and share their learning and personal experiences.

In addition to their commitment to providing safe educational experiences for students, EF is committed to reducing their environmental impact. They will be voluntarily offsetting all of their global carbon emissions through their Hello Zero program and plan to become historically carbon neutral by removing all the carbon they have ever emitted, directly or indirectly, since they were founded in 1965. For more info on this initiative, please go to <https://www.ef.com/wwen/blog/we-are-ef/ef-forest-initiative-removing-carbon-footprint/>

Please see attached itinerary for travel and cost details.

I would ask that the Board of Education grant approval for this excellent learning opportunity for our students, which will enhance their life experiences.

Respectfully submitted,

Shannon Confortin
Ballenas Secondary School
cc. Mr. Rudy Terpstra
Principal, Ballenas Secondary School

Itinerary

Student cost \$5,383 includes all travel, accommodations, attractions, breakfast and dinner

Day 1- Fly overnight to England

Day 2 London -walking tour

Day 3 London-guided tour of

Big Ben and Houses of Parliament
Piccadilly Circus
St. Paul's Cathedral

Westminster Abbey
Changing of the Guard at Buckingham
Palace

Day 4: London-Visit the Tower of London

- Travel by Eurostar train to Paris

Day 5 Guided Tour of Paris

Place de la Concorde
Champs-Élysées
Arc de Triomphe

Les Invalides
Eiffel Tower

Day 6 Paris- tour the Latin Quarter

Louvre

Notre Dame Cathedral

Day 7 Paris& Barcelona

Travel by train to Barcelona

Walking tour of Las Ramblas

Day 8 Barcelona

La Sagrada Família
Gothic Quarter

Montjuïc
Park Guell

Day 9 Barcelona

- Visit Casa Milà (locally known as La Pedrera)
- Maybe a taste of Spain (shopping and cooking lesson)

Day 10 Fly to Rome

- Explore the city

Day 11 Rome/Vatican City

Sistine Chapel
St. Peter's Basilica
Trevi Fountain

Pantheon
Piazza Navona
Spanish Steps

Day 12 Rome

Roman Forum

Colosseum

Day 13- Depart for home



Context:

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

Policy Statement:

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

Guiding Principles:

The Board believes that:

1. Members of MATA, CUPE and P/VP are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.
7. The Board intends for this policy to cover, by way of its Administrative Procedure, the following:
 - I. Vacation Extensions
 - II. Emergency Closure of Schools (Personnel)
 - III. Criminal Record Checks and Police Information Checks
 - IV. Credit Card Usage
 - V. Travel Expenses
 - VI. Performance Management: Exempt Staff
 - VII. Long Service Recognition
 - VIII. Exit Interviews
 - IX. Interview and Relocation Expenses for Exempt Staff
 - X. Leave of Absence for Community Service or Public Office



Definitions:

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

References:

- Administrative Procedure to Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



Purpose

This Administrative Procedure is intended to provide procedural support for Board Policy 600: *Personnel*. The policy statement and guidelines speak to a number of areas, as are describe procedurally below. The eleven sections described below are:

- I. Vacation Extensions
- II. Emergency Closure of Schools (Personnel)
- III. Criminal Record Checks and Police Information Checks
- IV. Credit Card Usage
- V. Travel Expenses
- VI. Performance Management: Exempt Staff
- VII. Long Service Recognition
- VIII. Exit Interviews
- IX. Interview and Relocation Expenses for Exempt Staff
- X. Leave of Absence for Community Service or Public Office

I. VACATION EXTENSIONS

The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

II. EMERGENCY CLOSURE OF SCHOOLS (PERSONNEL)

The Board of Education believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students. School and/or worksite closure due to emergent conditions will be of three types:

- For students only
- For students and school-based employees
- For students and all employees

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

All employees are reminded to watch the district website, follow email and social media, and listen to local radio stations for news from the school district in the event of inclement



weather or other reasons for schools and worksites to potentially be closed or otherwise impacted.

PROCEDURES

1. School Bus Service

There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m. It is understood that:

- a. The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.
- b. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.
- c. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school – conditions vary throughout the District and staff need to assess the conditions in their own area.
- d. If buses are running in School District 69 (Qualicum), employees are expected to be at work.

2. School Closure During the Day

In extreme emergencies, schools may be closed after school has commenced. In situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in his/her school zone, the Principal should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all affected parents have been contacted.

Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.

3. Employee Responsibilities

It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out. Employees are expected to make every reasonable effort to attend their regular



place of work. Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.

When Schools are open and buses are NOT running:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.

- a. CUPE staff
 - i. CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.
 - ii. **Within 3 days of returning to work**, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**
 - iii. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

- a. MATA staff
 - i. MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).
 - ii. MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.
 - iii. MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.
 - iv. It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.
 - v. If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry-out work duties from home.
 - vi. Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).

- b. Principals and Vice-Principals
 - i. Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.

When schools are closed:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.



- a. CUPE Staff
 - i. If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.
 - ii. CUPE staff who are deemed necessary are requested to report to work. Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff on the Snow Crew (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.
 - iii. If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.
 - iv. Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.
 - v. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.
- b. MATA Staff
 - i. If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this District only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.
- c. Principals and Vice-Principals
 - i. Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.

III. CRIMINAL RECORD CHECKS AND POLICE INFORMATION CHECKS

The Board of Education acknowledges and accepts its responsibility to ensure that criminal record checks are conducted on all employees who work with children and/or vulnerable adults. In fulfilling its responsibilities, the Board of Education is guided by the Criminal Records Review Act. The Criminal Records Review Act defines "working with children and/or vulnerable adults" to mean working with children and/or vulnerable adults directly or having or potentially having unsupervised access to children and/or vulnerable adults in the ordinary course of employment or in the practice of an occupation.

In accordance with the *Criminal Records Review Act*, the Board of Education will require all new employees and all current employees (except employees who belong to a governing body) to provide the Board of Education with a signed criminal record check Authorization Form.



PROCEDURES

1. Members of the Teachers' Regulation Branch

The Teachers' Regulation Branch is responsible for obtaining completed and signed criminal record Authorization Forms from all members and all new applicants for certification.

2. All Other Staff (excluding teachers and other registered professionals)

The Board will obtain completed and signed criminal record Authorization Forms from all other employees in positions classified within the *Criminal Records Review Act's* definition of "works with children and/or vulnerable adults" (including those individuals who have previously had a criminal record check).

- a. The Human Resources Assistant will be responsible for monitoring the administration of the *Criminal Records Review Act*.
- b. All new employees (successful applicants) and employees notified that the employee is due for a re-check must complete a Criminal Record Check Authorization Form.
- c. The Human Resources Assistant will check and verify each applicant's identification in accordance with Criminal Record Review Program best practices and RCMP policy.
- d. Application is made to the Criminal Records Review Agency.
- e. The original signed authorization form will be maintained on the employee's personnel file for a minimum of five (5) years.
- f. The return of the Authorization Forms and the results returned from the Criminal Records Review Agency will be recorded.
- g. Mandatory re-checks are required every five (5) years and employees are required to submit another Criminal Record Check Authorization Form by the five (5) year anniversary date, when notified by the Human Resources Department.
- h. Any employee who has a break in service must provide a new criminal record check. For example, if the employer/employee relationship is formally severed, this is considered a break in service.
- i. When the Criminal Records Review Agency informs the Board that an employee presents a risk to children and/or vulnerable adults, the Board will ensure that the employee is removed from or never placed in a position where the employee works with children as defined in the *Act*.
- j. A vulnerable sector check is conducted as part of each criminal record check. The vulnerable sector check is national RCMP policy and in some cases, the RCMP may require fingerprints in order to verify an Employee's identity. The Employee will be notified directly by the RCMP and provided with the necessary forms and instructions.
- k. It is the responsibility of each employee to notify the District if he or she is charged with or convicted of a relevant or specified offence as applicable subsequent to a criminal record check. The employee must promptly report the charge or conviction to the Director of Human Resources, and submit a new, signed Consent for Criminal Record Check form. Failure to do so



BOARD POLICY 600 – ADMINISTRATIVE PROCEDURES

PERSONNEL

may result in disciplinary action which may be up to and including termination.

- l. Any employee who is required to provide fingerprints to the RCMP is also required to provide the District with a completed "Criminal Offence Declaration" (form attached), in order to meet the District's obligations of due diligence.
- m. New employees and employees requiring a re-check will be responsible for the cost of the Criminal Records check. Any associated fees with the Fingerprint process are also the responsibility of the employee.

3. Volunteers

- a. Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a "Police Information Check with Vulnerable Sector Screening" letter. The "Police Information Check with Vulnerable Sector Screening" letter must be on school letterhead, signed and dated by the principal and must contain the statement: "The applicant will require a vulnerable sector check" (sample letter attached).
- b. Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the "Police Information Check with Vulnerable Sector Screening" letter and the "Police Information Check with Vulnerable Sector Screening" form.
- c. The "Police Information Check with Vulnerable Sector Screening" form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the "Police Information Check with Vulnerable Sector Screening" letter. Please note that **old forms will not be accepted**.

- d. For convenience, a copy of the "Police Information Check with Vulnerable Sector Screening" form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the "Police Information Check with Vulnerable Sector Screening" letter from the school.

Note: The "Police Information Check with Vulnerable Sector Screening" letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.

- e. The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.
- f. Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or designate for review. School Principals will be advised of any advice or considerations arising from this review.



BOARD POLICY 600 – ADMINISTRATIVE PROCEDURES

PERSONNEL

- g. Completed "Police Information Check with Vulnerable Sector Screening" are **valid for a maximum of five years only at which time they are expired.**
- h. All new volunteers (including those who may have previously completed a PIC_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.

DATE

R.C.M.P.
727 Island Highway West
Parksville, BC V9P 1B9

To Whom it May Concern:

RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING

This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year.

NAME OF VOLUNTEER APPLICANT will require a "Police Information Check with Vulnerable Sector Screening" as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME
Principal

c: School File

IV. CREDIT CARD USAGE

Sound business practices support the use of Board issued credit cards by designated staff and School Trustees as their use contributes to the efficiency of school district operations.

Procedures

- 1. Board Credit cards may be issued to the following staff:
 - a. Superintendent of Schools
 - b. Secretary Treasurer
 - c. Assistant Secretary Treasurer
 - d. Assistant Superintendent
 - e. Director of Instruction
 - f. General Manager of Operations
 - g. Assistant Manager of Operations
 - h. Director of Human Resources
 - i. School Trustees (five)
 - j. Principals and Vice-Principals
 - k. School secretaries may hold site cards to facilitate school purchases.



- I. Other employees with areas of responsibility that require either regular purchasing or situational purchasing that cannot be managed through petty cash or requests for funds. Such employees must be recommended by the employee's supervisor (who must also be an individual designated in 'a' through 'j'), and approved by the Secretary-Treasurer.
2. The Board credit card issued to the aforementioned designated staff and School Trustees shall be utilized to cover expenses incurred on Board business or Board sponsored professional development: in accordance with the Card User Agreement.
3. The District endeavors to use credit or purchasing cards that provide savings back to the Board.
4. Card holders shall sign and adhere to the Card User Agreement.

V. TRAVEL EXPENSES

Personnel traveling on behalf of the District to participate in meetings, workshops, negotiations and conferences, either by assignment or by directed attendance, are entitled to receive reimbursement of expenses incurred.

1. Application for reimbursement of travel expenses shall be made to the appropriate supervisor with the submission of original receipts.
2. Travel expense reimbursement shall be consistent with the BC School Trustees Association's (BCSTA) Policy on Travel Expenses.
3. This administrative procedure will be reviewed annually in the month of February by the Secretary Treasurer or designate.
4. Expenses covered by a contractual travel allowance do not apply.

VI. PERFORMANCE MANAGEMENT: EXEMPT STAFF

The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout each year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing progress in each area.

Procedures

The Board believes that performance management processes undertaken with exempt staff should be:

1. Simple and clear
2. Focused on personal professional growth and learning
3. Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description
4. Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school
5. Continuously looping with ongoing and regular check-ins and dialogue



The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.

The Superintendent will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Secretary Treasurer
2. Associate Superintendent
3. Director of Instruction
4. Director of Human Resources
5. Principals and Vice Principals

The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Assistant Secretary Treasurer
2. General Manager of Operations
3. Executive Assistant – Board Governance and Operations

VII. LONG SERVICE RECOGNITION

The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.

VIII. EXIT INTERVIEWS

The Board sees value in gaining insights into district operations, culture, strategies and human resources/labour relations practices through the use of exit interviews where and when possible and practicable.

IX. INTERVIEW AND RELOCATION REIMBURSEMENT FOR EXEMPT STAFF

In order to attract the best candidates for its exempt positions, candidates should be reimbursed for expenses. Reimbursement shall be as follows:

1. Candidates selected for interview will be reimbursed for legitimate travel, accommodation and meal expenses. Submission of receipts is required in accordance with Board travel and reimbursement rates.
2. The successful candidate may be reimbursed for expenses to relocate for employment with School District 69, with the amount to be as determined in contract negotiations. Receipts must be submitted to the Secretary-Treasurer within sixty (60) days of the move.

X. LEAVE OF ABSENCE FOR COMMUNITY SERVICE OR PUBLIC OFFICE

The Board of Education encourages its employees to participate in a wide range of community service organizations and recognizes the right of these employees to seek public office. It is the intent of the following procedures to permit the School Board's



employees to participate in public affairs benefiting the public and concurrently to protect the interests of the Board, the persons it employs and the public it serves.

Procedures

1. Employees who are providing voluntary supports for emergency response in the event of an emergency or catastrophe will be supported in accessing leave provisions within their collective agreement or contract of employment. Where there are no such provisions, the Superintendent may grant exceptional leave with or without pay either for the duration of the service being provided or in support of recovery time.
2. Employees will be supported in seeking public office in keeping with provisions of their collective agreement or contract of employment. Where there are no such provisions, the district will support the employee with leave provisions as possible in relation to the employee's duties and responsibilities.
3. On being duly accepted as a candidate for public office, whether it be for Federal Parliament, the Provincial Legislature, the Municipal Council or other public office, an employee of the Board may apply to the Board in writing for a leave of absence to conduct a campaign. Such leaves will be considered within the context of collective agreements and contracts of employment.
4. An employee elected as a Member of Parliament or Member of the Legislative Assembly shall be granted a leave without pay for the duration of one term in office. On termination of office, the employee shall receive priority of placement but not necessarily in the employee's former position. Terms of the relevant collective agreement or contract of employment will apply.
5. It is presumed that service on a Municipal Council will not interfere greatly with the usual performance of an employee's duties and responsibilities. It is expected that some reasonable accommodations must be made by both the Board and the employee concerned.

References:

- Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

Dates of Adoption/Amendments:

Adopted:

Amended:



COPYRIGHT AND INTELLECTUAL PROPERTY

(Previously AP Only)

Context

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

Policy Statement

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

Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.
4. **Employees are to be guided in their practice by the provisions of *Copyright Matters* and the *Fair Dealings Decision Tool* as described in the Administrative Procedures.**
5. **Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources**

References

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

Dates of Adoption/Amendments:

Adopted:



Purpose

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

1. The Board designates a District Resource Centre staff member to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. **Employees will be guided in their decision making regarding copyright materials by *Copyright Matters*, a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at: https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf.**
9. **Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at: <http://www.fairdealingsdecisiontool.ca/DecisionTool/>**



- 10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board**

References

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

Dates of Adoption/Amendments

- Adopted: 90.06.13
- Amended: 91.11.12: 01.10.23: 17.01.24

DRAFT



ACCEPTABLE USE OF TECHNOLOGY (AUP)

Context

The Board of Education of School District 69 (Qualicum) understands that technology-based access to information, collaboration and creativity are vital to intellectual enhancement and productivity and that web-based information can be difficult to control or filter. The Board recognizes the value of technology in enhancing student learning and in enhancing the administration and operation of its schools.

Policy Statement

1. In order to support its mission and strategic priorities, the Board supports the responsible uses of technology that support learning, respect privacy and ensure safety.
2. The Board is committed to informing all students and staff of potential risks and benefits that come with access to technological resources, and to clarifying expectations and restrictions on uses of information technologies in the school district.
3. Technology is to be used primarily for educational and/or research purposes and for conducting valid School District business. Any other uses that interfere with the security or integrity of the system are prohibited.

Guidelines

1. This Acceptable Use Policy (AUP) is applicable to all persons using Technology while studying, working, or visiting in the Qualicum School District.
2. Technology will be used to:
 - a. support and enhance the delivery of educational services to students and provide options; to meet their learning styles, access requirements, and program needs;
 - b. provide tools to improve the efficiency and effectiveness of the business of education;
 - c. enhance opportunities for staff to participate in professional development activities;
 - d. communicate with partner groups and the community.

Definitions

Technology is defined as computers, mobile devices including cell phones, software, networks, the Internet, online communications and other technologies. For the purposes of this policy and its related Administrative Procedure technology includes that which is provided by the School District or that which is brought by the user.

References:

- Administrative Procedure: *Acceptable Use of Technology*
- Board Policy 900: *Freedom of Information and Protection of Privacy – Management and Access to Information*

Dates of Adoption/Amendment:

Adopted: 97.07.08
Amended: 02.04.23: 04.01.27: 19.05.28



Terms and Conditions for Acceptable Use of Technology

It is important that users conduct themselves in a responsible, legal, professional, ethical, and courteous manner while using school district technology and when communicating online using social media tools or other technologies. All other policies, including those on harassment, equity, and proper conduct of employees and students apply to the use of technology.

Users of technology in the School District will be required to abide by the terms and conditions of this policy. Employees of the School District must sign the agreement in order to gain access to technology. Consistent with the Code of Conduct, all students are bound by the terms and conditions of this Policy.

Use of technology and access to the Internet for any purpose not related to education is prohibited including, without limitation, commercial, criminal, obscene, inappropriate or illegal purposes. Use of some technologies may require prior authorization by the School District. The School District reserves the right to restrict the scope of access to individuals or groups. Any user identified as a security risk, having a history of problems with other computer systems or found violating this policy may be denied access.

Inappropriate or prohibited use may lead to suspension or termination of privileges at the discretion of district administration, and to possible other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts. The Board's Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of British Columbia.

The Board and its representatives make no guarantees about the reliability of the technology it provides and will not be responsible for any damages that may be incurred. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by technology or user errors or omissions. Use of any information obtained or given via the Internet is at the user's risk. The School District denies any responsibility for the accuracy or quality of information obtained through its technology.

The following is a list of requirements which will be shared with all users (at each login, or by signed agreement) and whose violation may lead to suspension or termination of privileges:

System Security and Integrity:

1. Users may not violate, or attempt to violate, the security or integrity of the School District's computers, data or network.
2. Users are required not to share their passwords or permit others to use their account, and must log off immediately after use to ensure that others may not access their account. Users are responsible for all activity within their account and will be held accountable for any inappropriate activity.
3. Users may not disclose anyone else's user ID, password, network or Internet credentials.



4. Vandalism will result in termination of technology privileges. Vandalism is defined as any malicious attempt to harm or destroy data, equipment, the network or agencies or other networks that are connected to the Internet. This includes deliberately or recklessly exposing the technology to virus infection.
5. In order to enable fair use of technology, system administrator(s) may set quotas for disk/computer usage and usage time limits on some technologies.
6. In order to protect the integrity of the networks and maintain efficiency, the connection of personal technology equipment such as home computers, routers, servers, wireless devices, etc. to District networks is not allowed without the permission and guidance of the District Information Technology staff.

Privacy and Confidentiality:

1. Use of technology associated with the School District, including Internet access and email, is neither private nor confidential and may be tracked. Use of such technology by any individual may be monitored or reviewed by the School District without prior notice. In the case of misuse or suspicion of misuse of the network or services, the School Board reserves the right to access any files/data on the system.
2. The District may block or remove files that are unacceptable or in violation of this Acceptable Use Policy.
3. Parents/guardians have the right, where legally applicable, to request to see the contents of their child's data.
4. Due to the nature of some District approved online technologies being hosted world-wide, it is possible that an individual's full name, student ID, school name, email and classwork may be stored on premises outside Canada. In such cases, parents will provide informed consent the privacy laws of the country hosting the data may apply. Such technologies may only be used in the manner prescribed by the District.
5. The District will not disclose or post a student's personal contact information without the consent of the student's parent/guardian or of the student if of legal age. This includes a student's address, telephone number, school address, work address or any information that clearly identifies an individual student.
6. The District will not disclose an employee's personal information without the consent of the employee.
7. Staff and students shall not post or discuss online, personal information or work related issues including student work, without the permission of all parties involved.
8. When using social media or other websites to enhance classroom education or conduct School District business, personal information including full names may not be posted unless authorized and appropriate measures should be taken to protect the privacy of individuals and content where applicable.



Expectations of Users of Technology:

Other inappropriate or illegal uses of District technology, the Internet and social media tools include, but are not limited to the following: *[Please be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution. Financial and legal consequences of such actions are the responsibility of the user (staff, volunteer and student) and student's parent or guardian].*

1. You may not use District technology to:
 - a. transmit any materials in violation of Canadian laws
 - b. store or transmit pornographic materials including sexting
 - c. transmit or post threatening, abusive or obscene material
 - d. duplicate, store or transmit copyrighted material that violates copyright law
 - e. threaten, intimidate, bully or spread rumours about another individual or group; or,
 - f. use anonymous proxies to get around content filtering.
2. Plagiarism/Copyright/Licensing. Plagiarism is the act of using someone else's words or ideas as your own
 - a. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
 - b. All students and faculty should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.
3. Expected behaviour on social media websites
 - a. The District strongly urges employees to refrain from friending or following students on social media platforms.
 - b. Employees must at all times conduct themselves appropriately on social media sites and elsewhere, **including when using an alias or anonymous profile**.
 - c. Employees are expected to refrain from commenting on the Board as employer, or about any supervisors or co-workers.
 - d. All users are to refrain from posting inappropriate comments.
 - e. All users are expected to not disclose personal or private information about anyone without their consent.
4. District technology is meant for educational purposes and as such may not be used for
 - a. Personal business
 - b. Product and/or service advertisement or political lobbying
 - c. Playing network intensive games
 - d. Harassing other users with unwanted email or spam
5. More information for parents and students on the benefits and risks of using the Internet may be found at the Media Smarts website: <http://mediasmarts.ca/parents>



Glossary of Terms

Technology - Computers, mobile devices including cell phones, software, networks, Internet, online communications and other technologies

Online Communication - Internet based technologies such as email, websites, social media, messaging, photo sharing, etc.

Personal Information - Home phone number, address, health related issues, other personal identification. In the case of students' information this includes the full name. In the case of staff, it is okay to use the full name or business address/phone in official business communiqués in which case, it is not considered personal information

US Patriot Act - In the case of data being stored outside Canada, *Frequently Asked Questions* on the US Patriot Act may be found at:

http://www.tbs-sct.gc.ca/pubs_pol/gospubs/TBM_128/usapa/faq-eng.asp

(Note that data may be stored in countries world-wide, not just the US)

References

- Board Policy 5003: *Acceptable Use of Technology*
- Board Policy 9000: *Freedom of Information and Protection of Privacy – Management and Access to Information* and its attendant Administrative Procedure

Dates of Adoption/Amendments

Adopted: 1997.07.08

Amended: 2002.04.23: 2004.01.27: 2019.05.28



Finance & Operations Committee of the Whole Report
Monday, May 17, 2021
VIA ZOOM
10:30 a.m.

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

Acknowledgement of Traditional Territories

Presentation:

None

Project Updates:

a. Oceanside Community Track (at Ballenas) Project Update

Trustee Young shared that the City of Parksville would be able to contribute to the project from its Gas Tax reserve. The City and School District will sign a formal lease agreement to recognize the public use of the Track. Superintendent Elder shared that the fund raising website (<https://www.oceansidecommunitytrack.ca/>) is live and being used as the communication tool for public outreach. Questions on construction of the project would be addressed as the project planning goes forward.

b. Arrowview Elementary Child Care Space

General Manager Dempster shared that the project is on time and on budget, with the lockup stage being achieved last week (14th). Interior work continues on doors, cabinets and painting of walls. Work on landscaping will continue as the project allows. Outdoor play space planning continues. Licensing will not be applied for until construction slows down and a walkthrough can be organized.

Items for Discussion

a. Audit Services Request for Proposals Timelines

Assistant Secretary Treasurer Hung took the Committee through the Request for Proposal (RFP) timelines. The RFP for audit services, starting with the 21/22 audit year, would go out in June, with a close date in July. The selection process would include trustees. The formal recommendation would be brought to the Board in September along with the 20/21 audited financial statements.

b. Climate Change Accountability Report (CCAR) [was Carbon Neutral Action Report (CNAR)]

Secretary Treasurer Amos reviewed the background to this report noting that it comes from the Ministerial mandate through their Climate Action Secretariat. The report highlights the work going on in the School District to address climate change and the actions of the overall organization from the School Board down to the operational elements. Also included was a graph showing 5 years of data in which steady reductions of consumption are being achieved.

c. 2022-23 Annual 5-Year Capital Plan Submission Process

Secretary Treasurer Amos and General Manager Dempster spoke to the recent announcement regarding the new timelines for capital plan submission as indicated in the Ministry response letters. Along with the deferring of the Provincial budget process by two months, which moved the usual submission deadlines back, the Capital Branch has also

released a new software, MyCAP, that will be used to track all capital projects within the scope of the Ministry of Education. The resultant deadlines for major and minor projects will occur in July and September, respectively, allowing staff additional time to work on the SEP, CNCP and bus capital project submissions.

c. Outdoor Spaces at Schools

General Manager Dempster updated the Committee on the current activity around the creation of small outdoor structures. Planning continues for EES, QBES and AES structures and are contingent on other projects being completed. PAC's are being kept in the planning process so that their funding contributions can be organized.

Information Items

a. Safe Routes to School

Trustee Flynn shared the status of this work. A letter from the Board to the City regarding traffic calming and safety at the Despard/Moilliet intersection has been received by Council. A four way stop has been installed by the City. The School District is committed to staff a crossing guard until the end of the school year and District staff will continue to monitor the situation.

Recommendations to Board of Education

a. 2021/22 Capital Plan Bylaw

Secretary Treasurer Amos shared the recent capital response letters which, after formal adoption by the Board, will allow staff to complete the planning of the projects for the summer.

Future Topics

a. Land and Facilities review

Next Meeting Date/Location:

- Monday, June 14, 2021 at 10:30, via Zoom

2020 PSO Climate Change Accountability Report

Organization: School District No. 69 (Qualicum)

Declaration statement:

This Climate Change Accountability Report for the period January 1, 2020 to December 31, 2020 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2020 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2021 and beyond.

Overview:

The district concluded the creation of a Board wide Strategic Plan in 2019. This plan included the following items which are applicable to emission reduction:

- Under Values: "Social responsibility and environmental sustainability" and "Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings".
- As a Guiding Principle: "Stewardship of the public investment in education in our community is crucial. This requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities." We see this guiding principle as including environmental stewardship as part of fiscal responsibility.

Energy conservation is part of our ongoing work. Efforts to conserve energy are included throughout our 5 year Capital Plan and our Annual Facility Grant projects. In 2020, the district completed the following projects which will directly reduce carbon emissions:

- The district continues to evaluate every bus replacement in the context of carbon footprint, so with that in mind, we have an electric bus ordered for the 2020/21 capital plan with an anticipated delivery date of May 2021. We also continue to review the size of buses required to conserve energy.
- During summer 2020 the District replaced 2 boilers at Qualicum Beach Elementary and Arrowview Elementary with new energy efficient boilers.
- The district initiated a new waste program at 4 pilot schools to encourage the reduction in the amount of waste removed from school sites, with separation between food waste, recyclables and landfill.

Energy conservation continues to be a goal for the district. Our Operations and Maintenance department has completed several projects that have implemented controls for heat and lights, retrofits for lighting and replacing plumbing fixtures with low flow units. Operations has continued to monitor the water usage on school fields with meters being installed where possible to monitor the water usage to reduce the need to water, particularly in summer. These are all part of the day to day operational work as well as project based work when Ministry or other funding permits.

Recognizing their role as the leaders of educational change in the School District, the School Board created a Climate Action Task Force in 2019. This group includes membership from all educational partners including students, staff and administration. Its mandate is to promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.

2020 PSO Climate Change Accountability Report

Emissions and Offset Summary Table:

School District No. 69 (Qualicum) GHG Emissions and Offsets for 2020	
Total Emissions (tCO ₂ e)	1,600
Total BioCO ₂	14
Total Offsets (tCO ₂ e)	1,291
Offset Investment (\$25 per tCO ₂ e)	32,268

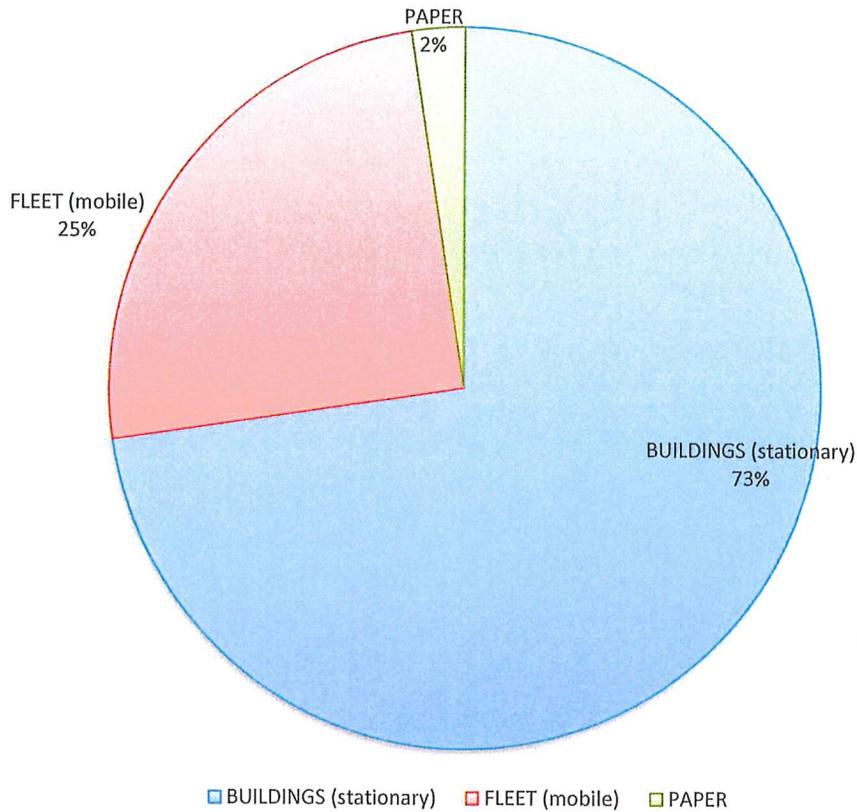
Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 69 (Qualicum) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2020 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization’s behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

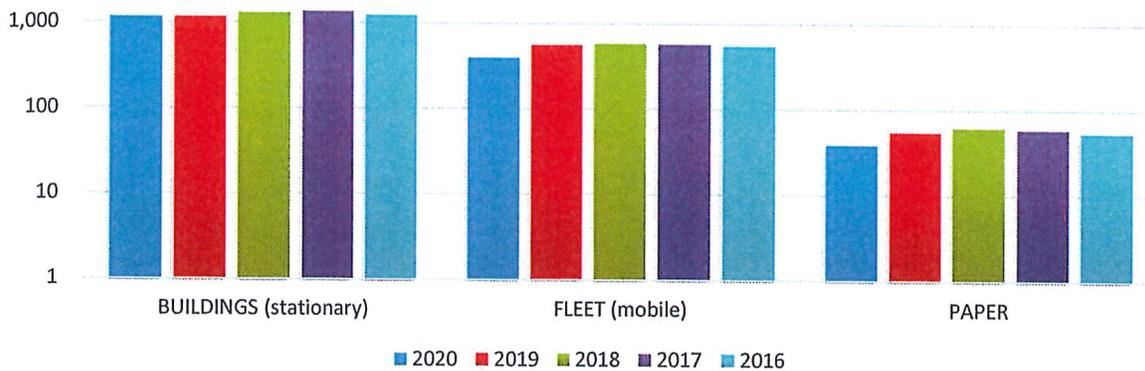
Executive sign-off:

	MAY 25, 2021
_____ Signature	_____ Date
RON AMOS	SECRETARY TREASURER
_____ Name (please print)	_____ Title

2020
- GHG Emissions by Source (tCO₂e)



Annual GHG Emissions by Source



	5 yr chg	9 yr chg	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
BUILDINGS (stationary)	-8%	-33%	1,163	1,167	1,302	1,366	1,243	1,257	1,343	1,468	1,710	1,734
FLEET (mobile)	-29%	-44%	399	561	581	575	553	563	563	671	876	715
PAPER	-33%	-43%	39	55	62	59	54	59	49	63	83	69
TOTAL	-15%	-36%	1,600	1,783	1,945	2,000	1,850	1,879	1,955	2,202	2,669	2,518

from BC Climate Action Secretariate Clean Government Reporting Tool (CGRT) Datasets

CAPITAL BYLAW NO. 2021-22-CPSD69-01
CAPITAL PLAN 2021-2022

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2021/2022 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, May 11, 2021, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No. 2021/22-CPSD69-01.

READ A FIRST TIME THE 25th DAY OF MAY, 2021;

READ A SECOND TIME THE 25th DAY OF MAY, 2021;

READ A THIRD TIME, PASSED THE 25th DAY OF MAY, 2021.

Board Vice Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2021/2-CPSD69-01 adopted by the Board the 25th of May, 2021.

Secretary-Treasurer