



QUALICUM SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 25, 2024  
6:00 PM  
VIA VIDEO CONFERENCING

[Click here to join the meeting](#)

Meeting ID: 297 193 643 719

Passcode: 2rSyyu

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

*Recommendation:*

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

4. APPROVAL OF THE CONSENT AGENDA

- |    |  |         |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: May 28, 2024            | p 1-9   |
| b. | Ratification of In Camera Board Meeting Minutes: May 28, 2024      | p 10    |
| c. | Receipt of Ministry News Releases                                  |         |
|    | • Access zones now in place to protect kids in school              | p 11-13 |
|    | • New, accessible school playgrounds open for students             | p 14-16 |
|    | • New regulations streamline pathway for international credentials | p 17-20 |
| d. | Reports from Trustee Representatives                               |         |
|    | • Early Years Coalition (OBLT) – Trustee Young                     | p 21    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 25, 2024, as presented amended.

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES

a. Request from Oceanside Integrated Fitness Society

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) offer the Oceanside Integrated Fitness Society use of Room 12 at the Qualicum Commons at no charge for a period of one (1) year, from July 1, 2024 to June 30, 2025, after which time the organization will be required to start paying the full monthly rental fee.

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- b. Rental Facilities Closure**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) support the closure of both Qualicum Commons and Craig Street Commons to public and business use effective July 1, 2025.
- 8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
- 9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
- 10. DISTRICT PARENTS ADVISORY COUNCIL**
- 11. ACTION ITEMS**
- a. 2024-2025 Student Fees** (Peter Jory) **p 22-23**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2024-2025 Student Fees as presented.
- b. 2024-2025 School Impact Plans** (Peter Jory) **p 24-25**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the School Impact Plans for 2024-2025 as previously presented.
- 12. INFORMATION ITEMS**
- a. Superintendent's Report** (Peter Jory)
- b. Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
- 13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Young) **p 26-27**
- a. 2025-2026 Major Capital Projects** (Ron Amos) **p 28**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2025-2026 Major Capital Plan Submission as presented.
- 14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) **p 29-30**
- a. Administrative Procedures to Board Policy 617: Selection and Assignment of Exempt Leadership Staff – For Information** **p 31-35**
- b. Board Bylaw 1: Board of Education** **p 36-43**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 1: Board of Education.

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- c. **Board Policy 107: Use of Educational Property for Child Care** p 44-46  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 107: Use of Educational Property for Child Care.
  - d. **Board Policy 700: Safe, Caring and Inclusive School Communities** p 47-50  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities* and its attendant administrative procedures at its Regular Board Meeting of June 25, 2024.
  - e. **Board Policy 804: Physical Restraint and Seclusion of Students** p 51-56  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 804: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedures at its Regular Board Meeting of June 25, 2024.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Austin) p 57-60
- a. **Board/Authority Authorized Course: Summer Explore Your Career Options 10** p 61-67  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: Summer Explore Your Career Options 10.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Re-Thinking Meetings of the Board** (Trustee Austin)
  - **DRAFT 2024-2025 Trustee Meeting Schedule** p 68-69
  - b. **Report on Retirement Event** (Trustee Flynn)
18. **NEW OR UNFINISHED BUSINESS**
19. **BOARD CORRESPONDENCE AND MEDIA**
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



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Always growing  
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT**  
**REGULAR BOARD MEETING MINUTES**

**TUESDAY, MAY 28, 2024**  
**6:00 PM**  
**VIA VIDEO-CONFERENCING**

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Phil Munro	Director of Operations
Lisa VanDalsen	Acting Vice Principal, Nanoose Bay Elementary
	Qualicum District Principals and Vice Principals Association

**Education Partners**

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

**1. CALL TO ORDER**

Chairperson Flynn called the video-conferencing meeting to order at 6:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations. She thanked the First Nations for their stewardship of the land, and for allowing the Board to live, work, play and learn in this beautiful part of the province.

**3. ADOPTION OF THE AGENDA**

**24-50R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Young

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

**CARRIED UNANIMOUSLY**

#### 4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: April 23, 2024
- b. Approval of Special Budget Board Meeting Minutes: April 29, 2024
- c. Approval of Special Budget Board Meeting Minutes: April 16, 2024
- d. Ratification of In Camera Board Meeting Minutes: April 23, 2024
- e. Receipt of Ministry News Releases
  - Minister's statement on Child Care Month
  - Minister's statement on Child Care Provider Day
  - Province integrating child care options into schools
  - ChildCare BC's New Spaces Fund open for new applications

#### 24-51R

*Moved:* Trustee Kellogg *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 May 28, 2024, as presented.  
CARRIED UNANIMOUSLY

#### 5. DELEGATIONS/PRESENTATIONS

##### a. Oceanside Integrated Fitness Society

Linda Feil, Chair of the new not-for-profit Oceanside Integrated Fitness Society (OIFS), provided the background to the creation of the Society to continue operations of the adapted and sustainable accessible fitness centre in the Oceanside Community for people with disabilities, which was originally created and is currently being managed by the Qualicum Community Education and Wellness Society (QCEWS). The QCEWS were in partnership with the Nanaimo Brain Injury Society, the latter of which was no longer able to provide resources to run the dedicated facility as of December 2023. With the current agreement between the Qualicum School District and the QCEWS expiring at the end of June,

Ms. Feil requested the Board partner with the OIFS and continue to waive the rental fee for Room 12 at the Qualicum Commons for a period of one year and, in lieu of rent, the District was offered the use of the adapted fitness facility by disabled children located within the school district boundaries. After one year both parties could assess that arrangement to determine whether or not it had value to the Board.

Trustee thanked Ms. Feil for her presentation and asked that the topic be added to the June Board Meeting agenda for discussion and consideration.

#### 6. BUSINESS ARISING FROM THE MINUTES

None

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

Matt Woods, MATA President, reported on the following:

- MATA held its executive elections on Tuesday, May 7<sup>th</sup>. Matt Woods was re-elected as President; Karen Tickell was elected to 1<sup>st</sup> Vice President and Kerri Faa was elected to 2<sup>nd</sup> Vice President/Secretary.
- Appreciation was expressed on behalf of the MATA membership to the outgoing DPAC executive for all they do and have done to support students and public education and for their professionalism, time, support, interest and dedication to support students by providing necessary information to parents and monetary

support for almost all teacher initiated programs. MATA looks forward to working with the new DPAC executive and continuing the support for students in Qualicum School District.

- Mr. Woods emphasized the importance of process when working within a public education system and when situations arise that require all participants to follow the protocols and processes that have been developed in order to bring resolution. From time to time, the processes required to bring resolution to a situation require a level of confidentiality. MATA understands the difficult situations that the Board must resolve and appreciated the Board's high regard and respect for following its own Board policies as well as the Articles of the MATA Collective Agreement. MATA will continue, and is committed, to working with the Board and Senior Management to support the importance of process to bring fair resolution.

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

Ewen Rycroft, CUPE Local 3570 President, expressed appreciation to the outgoing DPAC executive members, stating that they have done so much to support students in the district during their term(s) of service.

The CUPE 3570 President then expressed the frustration of CUPE 3570 members regarding the reduction of hours to education assistant, school clerical, and library clerk positions, emphasizing the negative impact those reductions would have on both staff and students. He stated that CUPE believes that reducing these support positions was a short-sighted solution that overlooked the essential role those support workers play in keeping schools operational and inclusive. The union highlighted that many staff work extra unpaid hour, and the cuts would worsen employee retention and morale.

CUPE President Rycroft suggested the Board consider alternative cost-saving measures, such as a hiring freeze and more stakeholder engagement to find efficiencies without job losses. He also cautioned the Board that reducing educational assistant hours could lead to increased behavioral issues and decreased learning time in classrooms, affecting all students. He suggested the Board reconsider the reductions in order to prioritize student needs. CUPE 3570 plans to raise concerns with students, staff, and parents, stating that the perceived short-term savings to address a small deficit will ultimately impact and cost the education system.

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

Karri Kitazaki, DPAC President, reported on the following:

- Thanks to the District for co-hosting with DPAC to bring in two guest speakers for parents in May. Attendance was low for the *Safer Schools Together* presentation, where attendees learned how to keep their children safe on-line. The Mischa Oak presentation addressing SOGI and family concerns was well-attended and, while deemed a success, it was recognized that there is still much work to be done to ensure that all children, families/caregivers and staff feel included, seen, accepted and safe within the school district. DPAC will continue to arrange opportunities for parents to learn.
- Three current members of the DPAC executive did not stand for re-election; however, they will continue their work with the school district through the school Parent Advisory Councils to promote and enhance the work that is being done to support the LGBTQ2+ community. They are grateful to be part of such an accepting community of allies.
- Elections for the DPAC President and Vice President were held on May 15<sup>th</sup> and Ray Woroniak, of the Arrowview Elementary Parent Advisory Council, was

acclaimed as the 2024/25 DPAC President with no nominations received for Vice President. Other executive positions will be elected in the fall.

- DPAC thanked the current Executive team for all their years of positive contributions to help build the Qualicum School District into the successfully community it is. They are proud of the hard work, many volunteer hours and laughs they have shared. They wished everyone the best on their school PACs and new adventures.

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

None

## 11. ACTION ITEMS

None

## 12. INFORMATION ITEMS

### a. Superintendent's Report

Superintendent Jory reported on the following:

- A variety of year end events are occurring which senior staff and trustees are looking forward to attending when able as well as the graduation ceremonies. Superintendent Jory attended the races event at Ravensong Pool on Friday, May 24<sup>th</sup> and he found it to be one of the best examples of new-curriculum activities he has seen in any school district. Teams of students from around the District worked together to build boats, which were made of cardboard and duct tape and then raced across the pool. The core competencies of communication, critical thinking and collaboration were on full display with many opportunities for students to incorporate Math, Science and Applied Design, Skills and Technology (ADST).
- Superintendent Jory stated that he had learned that, while most parents may support the new curriculum for the most part, they do not always understand it as well as they might, which is on districts, and parents' support may depend to some degree on how well their children are doing in regard to Literacy and Numeracy. To that end, he was pleased to share the most recent Foundation Skills Assessment (FSA) results at the recent DPAC meeting and note that the District has made some solid gains, resulting in it showing as one of the top two or three districts on Vancouver Island. While there is still some work to do with some of the District's learners and though this momentum has not quite made it to the graduation assessments, there is still a lot of positive news in the data. Given the high level of uptake to the recent Carole Fullerton sessions, Superintendent Jory was confident that the District would continue to make progress across all schools as well as with those secondary assessments. He will share more information in depth in the upcoming *Framework for Enhancing Student Learning Report* in September.
- Further to the discussions regarding secondary timetables, and as noted in a letter sent to all parents on May 16<sup>th</sup>, it has been decided that a simpler 2-day schedule will be implemented where the morning and afternoon blocks do not switch over after lunch.

**b. Educational Programs Update**

Rudy Terpstra, Director of Instruction, reported on the following:

- The three Numeracy Series dinners (one each for Grade 4/5, Grade 6-8, and Grade 9) with Carole Fullerton were well-attended. All the educators in attendance were recognized for planning lessons to be able to come and learn together
- Career Education
  - Chris Gauvin was recognized for his work in organizing all the Explorer and ADST activities in the District, including Skills Canada and culminating in the boat building event. Behind Chris Gauvin and his team is at least one teacher from each school including False Bay School.
  - The District is offering a summer Explore Careers Program with 24 students interested in participating. At the June Education Committee and, hopefully the Regular Board Meeting, staff will be coming forward with a proposal for a Board/Authority Authorized (BAA) 10 Course to be presented for approval that fits the summer program the District offers each year.
- 2023-24 was the first year of the new Reporting Order and, across the system, response to the Learning Updates has been positive. Students will be receiving their final of four summative learning updates in June. Other adjustments made to the Learning Updates are that students also set goals this year and there will be core competency reflections. This has been a year of learning and growing and he commended the system for doing a great job for the District.
- The Career Education Department held an information session on May 28<sup>th</sup> from 6:00 to 7:30 p.m. for all district families who may be interested in the education and training opportunities available through the Career Education Department. The session was held at Ballenas Secondary School to highlight current opportunities available in the upcoming school year as well as other opportunities that may be of interest to students in the future, such as Head Start/Dual Credit Programs and Trade Sampler Programs.

Gillian Wilson, Associate Superintendent, reported on the following:

- Senior staff are receiving positive feedback from the long service recognition events.
- The Pre-Kindergarten Program is in progress with over 100 pre-kindergarten children attending. Feedback from parents has been very positive and a survey will be provided to all families at the end of the session to obtain feedback on what was appreciated, how it has impacted their child to be part of that program, and any suggestions for improvements.
- Recognition of Denise Spencer-Dahl, of the Teaching and Learning Team, who created personalized Welcome to Kindergarten bags for the Welcome to Kindergarten event. Current Kindergarten students decorated paper bags which contained cards, games, and books, one of which was a district created and published book on Hul'qumi'num words.
- At beginning of May, the Province announced that the District would be part of the Phase 3 Community of BC's Integrated Child & Youth Teams, which bring services together in a multidisciplinary team setting. The teams are part of *A Pathway to Hope* – the provincial strategy for improved mental



health and substance use care in BC. The teams make it easier for children and youth to connect to the care they need at school and in the community. The District works in partnership with the Ministry of Children and Family Development and Health Authorities and representatives meet as a local team to identify gaps and hire positions to address them. Associate Superintendent Wilson and the District Social Worker attended a session on May 21<sup>st</sup> with participants from the communities from the previous phases and they will be sharing the information with District counsellors later in the week. [BCs Integrated Child & Youth Teams](#)

- The District's Grad Walk will take place on Tuesday, June 11<sup>th</sup> where graduating students can visit an elementary school of their choice.

### 13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

#### a. Facilities Discussion

Secretary Treasurer Amos referred to the briefing note provided in the agenda package, which was also presented to the Finance & Operations Committee the week prior. The recommendation of staff is to close the Qualicum and Craig Street Commons to rentals as of June 30, 2025 due to capital considerations.

Trustees will consider the recommendation and asked that the topic be added to the June Finance & Operations Committee agenda as well as the June Regular Board meeting. The recommendation would be debated at the June meeting.

#### b. Annual Five-Year Capital Plan Submission for 2024/2025

It was noted by the Chair that this was a second submission for 2024/2025 to include the Ballenas Secondary School HVAC project.

##### 24-52R

*Moved:* Trustee Young      *Seconded:* Trustee Kurland

**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. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

##### 24-53R

*Moved:* Trustee Young      *Seconded:* Trustee Kellogg

**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. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

##### 24-54R

*Moved:* Trustee Young      *Seconded:* Trustee Kellogg

**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. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

##### 24-55R

*Moved:* Trustee Young      *Seconded:* Trustee Kellogg

**THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-02 at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

**c. 2024/25 Major Childcare Capital Submission**

**24-56R**

*Moved:* Trustee Young *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) ratify support of the 2024/2025 Major Childcare Capital Submission.

CARRIED UNANIMOUSLY

**d. 2024/25 Annual Facility Grant Spending Plan**

**24-57R**

*Moved:* Trustee Young *Seconded:* Trustee Kellogg

**THAT** the Board of Education of School District 69 (Qualicum) receive and support the 2024/25 Annual Facility Grant Spending Plan as presented.

CARRIED UNANIMOUSLY

**e. 2023 Climate Change Accountability Report (CCAR)**

Trustee Young noted that progress is being made to reduce the District's carbon footprint following some suggestions made by the consultant. Director of Operations Munro added that the progress was also due to the installing of solar panels, staff diligence, and a multitude of other actions that have led to those results.

**24-58R**

*Moved:* Trustee Young *Seconded:* Trustee Kellogg

**THAT** the Board of Education of School District 69 (Qualicum) receive the 2023 Climate Change Accountability Report as presented.

CARRIED UNANIMOUSLY

The CCAR will be submitted to the Ministry at CleanBC and posted on the District's website.

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

**a. Board Policy 700: Safe, Caring and Inclusive School Communities**

**24-59R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities* at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

**b. Board Policy 804: Physical Restraint and Seclusion of Students**

**24-60R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

**c. Board Policy 103: School and District Branding**

**24-61R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 103: *School and District Branding* at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

**d. Board Policy 510: Learning Resources**

**24-62R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 510: *Learning Resources* at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

**e. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools**

**24-63R**

*Moved:* Trustee Kellogg *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* and its attendant Administrative Procedures at its Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

Trustee Austin requested that consideration be given to determining how any advertisement might be covered during special occasions/events, such as Remembrance Day and Commencement Ceremonies.

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

**a. Planning Learning for Each Student Plan**

**24-64R**

*Moved:* Trustee Austin *Seconded:* Trustee Kellogg

**THAT** the Board of Education of School District 69 (Qualicum) approve the Planning Learning for Each Student Plan as presented.

CARRIED UNANIMOUSLY

**b. Assessment and Communicating Student Learning Plan**

**24-65R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the Assessment and Communicating Student Learning Plan as presented.

CARRIED UNANIMOUSLY

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

None

**17. TRUSTEE ITEMS****a. Post Budget Considerations**

Trustee Austin stated that it would be beneficial to the Board to receive data at the beginning of the budget deliberations for 2025/26 regarding the returns of the investment in the Needs Response Team (NRT) at which time it could be determined whether any modifications were needed.

Superintendent Jory agreed that staff should be tracking how many NRTs were held, how many staff are involved, the progress and types of considerations and modifications might be required.

Associate Superintendent Wilson added that another way to share the NRTs impact would be through the Curriculum Implementation Advisory Committee (CIAC). It was hoped that representatives on that committee would be reporting on the progress of the NRTs through the Education Committee. A one-page document is also being created to share with staff in September as to what NRT is and how it can benefit and support teachers with their work in the classroom.

**b. Notice of June Regular Board Meeting Discussion - Re-Thinking Meetings of the Board**

Trustee Austin advised that she would be bringing the topic of board meetings forward for discussion and possibly a motion in June. She asked trustees to think about the current meeting schedule and how those meetings are held and compare those to other districts to identify some other options. Trustees would then determine if there is an appetite for some type of change to its meetings.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

None

**21. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 7:25 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



## QUALICUM SCHOOL DISTRICT

### IN-CAMERA MEETING

### SECTION 72 REPORT MAY 28, 2024 Via Video-Conferencing

#### ATTENDEES:

##### Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

##### Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent
Brenda Paul	Director of Human Resources

The Board of Education discussed the following topics:

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

The Board of Education passed motions on the following topics:

- Legal
- Personnel
- Board of Education Scholarships

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Chairperson

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Secretary Treasurer

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## NEWS RELEASE

For Immediate Release  
2024ECC0028-000850  
May 31, 2024

Office of the Premier  
Ministry of Education and Child Care

### **Access zones now in place to protect kids at school**

VICTORIA – B.C.'s K-12 students and staff will be protected from harassing protesters as the Province enacts access zones around schools.

"Every kid and teacher in our province has the right to go to school without being disrupted by aggressive or hateful protests," said Premier David Eby. "Our government is taking action to protect kids and ensure schools remain safe spaces by establishing no-go zones for protestors. I want people who think it's OK to intimidate or harass kids while they're trying to learn or play at school to know that what you're doing is now illegal."

The Safe Access to Schools Act gives the Province the legal authority to prohibit people from interfering with safe access to school grounds. This includes behaviour such as yelling that causes disruptions to school programs and activities or holding signs with slogans that cause concern for the safety of students and staff.

Since the start of the school year, 20 schools have been targeted as sites by disruptive protestors. While everyone has a right to freedom of expression, using access zones as a tool to legally prevent harassment of kids and staff within specified hours and spaces around learning environments will better protect everyone in schools and help keep the focus on learning.

"Ensuring every child can access the education they need to succeed without fear or intimidation is our top priority," said Rachna Singh, Minister of Education and Child Care. "A child's learning environment should be a safe and inclusive one, and we're doing what is needed to keep kids safe at school."

Access zones are in place at K-12 schools and police can arrest or issue tickets to anyone found impeding access, disrupting or interfering with educational activities, or attempting to intimidate an individual within 20 metres (66 feet) of school property. The zones will be in effect on school days from 7 a.m. until 6 p.m. and during extracurricular school activities at all of B.C.'s K-12 public and independent schools, with limited exceptions.

"While everyone has a right to freedom of expression, including peaceful protest, disrupting children's learning environment is not appropriate," said Niki Sharma, Attorney General. "We are taking action to protect kids and make sure that schools are places where both students and staff feel safe, respected and welcome."

The health, safety and well-being of kids and those teaching and coaching extracurricular school activities at school is a top priority for the B.C. government. This law is supported by many of B.C.'s education partners, such as the BC School Trustees Association, the BC Teachers Federation, the BC Confederation of Parent Advisory Councils and CUPE BC, among others.

This law is part of the Province’s commitment to keeping people safe, which includes further actions taken by the provincial government to protect youth from online threats and restrict cellphone use in schools.

**Quick Facts:**

- An access zone is an area where specified forms of harmful behaviour are not allowed. Within the access zone, it is now an offence to engage in behaviours that can harm students and staff or disrupt school programs.
- Schools and school districts can call the police to intervene if they are concerned that behaviour within an access zone may be harmful to others.
- The distance was chosen to provide a reasonable amount of space between protests or harmful behaviour and students in schools trying to learn.
- This legislation was passed on May 16, 2024.

**Learn More:**

To learn more about what government is doing to keep kids safe, visit:

<https://news.gov.bc.ca/releases/2024PREM0004-000088>

For more information about B.C. legislation, visit: <https://strongerbc.gov.bc.ca/Legislation>

A backgrounder follows.

**Contacts:**

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Ministry of Education and Child Care  
Media Relations  
250 208-7705

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## BACKGROUND

For Immediate Release  
2024ECC0028-000850  
May 31, 2024

Office of the Premier  
Ministry of Education and Child Care

### **What people are saying about the access zones**

#### **Carolyn Broady, president of the BC School Trustees Association (BCSTA) –**

“BCSTA supports the new access zones around schools, something we advocated for to keep students and staff safe from disruptions. Democratic debate is important but it can’t compromise school safety. We appreciate the government’s efforts to protect our students from unnecessary learning disruptions.”

#### **Clint Johnston, president of the BC Teachers’ Federation –**

“Every student deserves to be safe, cared for and free from bullying at school, especially as they are learning to express themselves and find their identities. We have seen a concerning rise in targeted harassment at schools where teachers and staff do amazing work everyday. As both a teacher and parent, it’s excellent to see the provincial government stepping up with exclusion zones that will protect teachers’ workplaces and students’ learning environments from this harmful behaviour, so that schools can remain the safe and supportive spaces they need to be.”

#### **Laura Ward, president of the BC Confederation of Parent Advisory Councils (BCCPAC) –**

“Preventing disruptive and intimidating behaviours on school grounds assures the safety and well-being of our children, school staff and other community partners. This legislation will also support many of our parent advisory council meetings and other events on school grounds to proceed without disruption. BCCPAC applauds the government’s commitment to a safe and caring school environment for all.”

#### **Rohan Arul-pragasam, president of the BC School Superintendents Association –**

“Schools need to be safe, nurturing learning environments where we can belong to ourselves and feel a sense of belonging to the school community. This new legislation gives the police the authority to take action to keep students and staff safe. It ensures schools are free from disruptions and protests, which is essential to continue supporting students and staff to thrive in an environment that nurtures and celebrates the human spirit.”

#### **Karen Ranalletta, president of CUPE BC –**

“Schools should be safe, inclusive places for children to learn, grow and thrive. We strongly support the government’s action to protect students and workers from those who seek to threaten and intimidate them with divisive and hateful disruptions at schools. This legislation is essential to ensure that our schools can remain focused on fostering growth and learning without fear.”



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## NEWS RELEASE

For Immediate Release

Ministry of Education and Child Care

2024ECC0062-000836

June 4, 2024

### **New, accessible school playgrounds open for students**

SURREY – Extra provincial playground funding for the seventh year means more fun for students and families in modern and safe playgrounds.

“Playgrounds enhance our kids’ well-being,” said Rachna Singh, Minister of Education and Child Care. “These are spaces where children can truly be themselves, where they express their joy, and learn valuable social skills. Our government is thrilled to ensure communities throughout the province gain better access to modern playgrounds for everyone’s benefit.”

In 2024, the Province is providing funding for 26 more playgrounds in 26 school districts, each receiving \$195,000. This investment in playgrounds promotes physical activity for kids, teaches social skills, such as sharing, and helps them develop life skills, such as conflict resolution. The playgrounds are also designed to be accessible for children of all abilities.

Last year’s provincial investment of \$5 million supported 25 new school playgrounds – 20 are complete, while the remaining are close to ready. Building new accessible playgrounds is part of the government’s priority to ensure students have positive learning and play spaces, no matter where they live.

Since 2018, the government has supported students and families, allocating \$40 million toward new playgrounds at 282 schools, benefiting more than 70,000 students. Every school district has received at least one playground since the program started in 2018. Some schools received funding for multiple playgrounds for the communities to enjoy.

Budget 2024 includes \$3.75 billion for school capital projects over the next three years, including new and expanded schools, seismic upgrades and replacements, and land purchases for future schools.

#### **Quotes:**

#### **Garry Begg, MLA for Surrey-Guildford –**

“Aside from being fun spots, playgrounds are an essential part of a child’s growth. This investment in playground equipment by the government will provide students ample opportunities for learning, social interaction and physical activity.”

#### **Laura Ward, president, BC Confederation of Parent Advisory Councils –**

“On behalf of all parents and caregivers, thank you to the B.C. government for giving busy parent advisory council volunteers the opportunity to focus their time and energy into community building, instead of fundraising for costly playground equipment. The continued

investment in new, accessible playgrounds provides children, staff and community members safe, inclusive and welcoming outdoor spaces to gather and connect. This, in turn, helps create happy and healthier communities.”

**Laurie Larsen, chair, Surrey School Board –**

“Playgrounds are so important to our communities. They are spaces that not only promote physical activity, but provide opportunities for children to improve motor skills, learn teamwork, develop decision-making, nurture friendships, and so much more. And with accessible playgrounds like this new one at Holly, everyone can play and belong.”

**Learn More:**

To learn more about Playground Equipment Program, visit:  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/programs>

A backgrounder follows.

**Contact:**

Ministry of Education and Child Care  
Media Relations  
250 208-7705

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## BACKGROUND

For Immediate Release

Ministry of Education and Child Care

2024ECC0062-000836

June 4, 2024

### **List of schools that received funding for 2024-25 playgrounds**

- Lac La Hache Elementary, Cariboo-Chilcotin School District 27 (SD 27)
- Riverview Elementary, Quesnel (SD 28)
- John Maclure Community, Abbotsford (SD 34)
- Cindrich Elementary, Surrey (SD 36)
- Heath Traditional Elementary, Delta (SD 37)
- James Thompson Elementary, Richmond (SD 38)
- Pierre Elliott Trudeau Elementary, Vancouver (SD 39)
- Lord Kelvin Elementary, New Westminster (SD 40)
- Edith McDermott Elementary, Maple Ridge-Pitt Meadows (SD 42)
- Hollyburn Elementary, West Vancouver (SD 45)
- Davis Bay Elementary, Sunshine Coast (SD 46)
- Pineridge Elementary, Prince Rupert (SD 52)
- Oliver Elementary, Okanagan-Similkameen (SD 53)
- Telkwa Elementary, Bulkley Valley (SD 54)
- Diamond Vale Elementary, Nicola-Similkameen (SD 58)
- John Muir Elementary, Sooke (SD 62)
- Deep Cove Elementary, Saanich (SD 63)
- Mountain View Elementary, Nanaimo-Ladysmith (SD 68)
- Valley View Elementary, Comox Valley (SD 71)
- Cortes Island School, Campbell River (SD 72)
- David Stoddart School, Gold Trail (SD 74)
- Boston Bar Elementary/Secondary, Fraser-Cascade (SD 78)
- Suwilaawks Community School, Coast Mountains (SD 82)
- Cheslakees Elementary, Vancouver Island (SD 85)
- Mouse Mountain Elementary, Nechako Lakes (SD 91)
- Ecole Du Bois-Joli, Conseil Scolaire Francophone (SD 93)

### **Contact:**

Ministry of Education and Child Care  
Media Relations  
250 208-7705

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## NEWS RELEASE

For Immediate Release

Ministry of Post-Secondary Education and Future Skills

2024PSFS0022-000907

June 12, 2024

### **New regulations streamline pathway for international credentials**

VANCOUVER – Internationally educated professionals will soon have a more streamlined, efficient and transparent process to get their credentials recognized in B.C.

"The Premier gave me the task to get the International Credentials Recognition Act across the finish line, and I'm happy to say we've done it," said Ravi Parmar, Parliamentary Secretary for International Credentials. "For too long, skilled professionals from around the world have come to our province hoping for a better life, only to find roadblocks in their way. But now, with these regulations, we're changing that. It means simpler, fairer rules so these professionals can start working in their fields faster, providing the services our communities need."

The International Credentials Recognition Act will come into effect on July 1, 2024, after significant consultation with 18 regulatory bodies, led by the parliamentary secretary for international credentials.

The act will require regulatory bodies to reduce red tape and remove barriers in 29 professions and make it easier, more transparent and quicker for those qualified professionals to pursue and achieve credential recognition, no matter where they were trained.

One major change is eliminating the catch-22 of unnecessary Canadian work experience requirements for experienced internationally trained professionals. The catch-22 was that a person needed work experience to work in Canada, but couldn't work in Canada because of the lack of Canadian work experience.

The professions include engineers, social workers, veterinarians, paramedics, early childhood educators, teachers, biologists, land surveyors, architects and more.

The act will also enhance fairness by requiring regulators under the act to charge similar fees for international and domestic applicants, eliminating redundant English-language testing requirements. There is also required accountability and transparency to the public through new data collection and reporting requirements, and enforcement tools to ensure compliance with the act.

The Province will be appointing a superintendent of international credential recognition. The superintendent will oversee the fair recognition of international credentials, addressing any systemic or procedural issues. Additionally, they will have the authority under the act to issue orders for compliance and impose administrative penalties as needed.

The superintendent will work with regulators on implementation and compliance for the new regulations.

**Quick Facts:**

- The international credentials recognition Act reflects feedback received through public engagement and consultation with regulatory bodies.
- The act complements the work being done by the Ministry of Health to create new pathways for health-care workers coming to Canada.

**Learn More:**

Learn more about international credential recognition here:

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/international-credentials>

Four backgrounders follow.

**Contact:**

Ministry of Post-Secondary Education and  
Future Skills  
Media Relations  
604 209-7629

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## BACKGROUND 1

For Immediate Release

Ministry of Post-Secondary Education and Future Skills

2024PSFS0022-000907

June 12, 2024

### **Regulations streamlining international credential recognition**

The International Credentials Recognition Act will come into effect on July 1, 2024. The act will streamline the process for internationally trained professionals in 29 occupations to get their credentials recognized with 18 regulatory bodies.

Regulations under the act will remove barriers to credential recognition by:

- removing unnecessary Canadian work experience requirements.
  - The removal of Canadian work experience requirements for regulators who require it will come into effect on July 1, 2025.
  - The ministry is working with regulatory authorities to understand current approaches and identify any existing Canadian work experience requirements that would be prohibited under the new regulations.

Additionally, the regulations:

- bring the act into force for July 1, 2024.
- set out rules for when the superintendent of international credential recognition may grant an exemption to a regulator who has a valid reason for requiring Canadian work experience.
- set the maximum administrative penalty at \$100,000.

The regulations build on the requirements in the act, including:

- prohibiting the need for applicants to provide new English-language test results if they have already submitted valid results.
- requiring regulators to charge similar fees to international and domestic applicants.
- increasing efficiency by ensuring applicants receive the information they need to get professional certification quickly and without unnecessary delay.
  - To shorten wait times, the Province will require that determinations are made in a reasonable period of time.
- ensuring transparency by bringing in new requirements for regulators to publish all information about their credential assessment processes online.
- requiring accountability through new reporting requirements and enforcement authorities.
- establishing a new superintendent responsible for promoting fair credential recognition, monitoring regulatory authority performance and enforcing compliance with the new legislation.

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## BACKGROUNDER 3

For Immediate Release

Ministry of Post-Secondary Education and Future Skills

2024PSFS0022-000907

June 12, 2024

### **Improving credential recognition for internationally trained professionals**

The International Credentials Recognition Act requires 18 regulators overseeing 29 professions to streamline processes for internationally trained applicants. The 29 occupations are:

- registered music teacher
- professional engineer
- professional teaching certificate holder
- land surveyor
- early childhood educator
- landscape architect
- early childhood educator assistant
- applied science technologist
- conditional teaching certificate holder
- certified technician
- social worker
- veterinarian
- registered clinical social worker
- lawyer
- professional biologist
- architect
- applied biology technician
- notary public
- registered biology technologist
- emergency medical assistant, including paramedics
- professional geoscientist
- chartered professional accountant
- registered professional forester
- associate real estate broker
- registered forest technologist
- managing real estate broker
- professional agrologist
- real estate representative
- technical agrologist



## Qualicum School District

### Trustee Representative Committee Report

Trustee Representative: Elaine Young  
Committee Name: Early Years  
Meeting Location: Via Teams  
Meeting Date & Time: June 13, 2024

#### **Groups in Attendance:**

Oceanside Building Learning Together (OBLT), Qualicum School District, Parent Support Services, Pacific Care, Island Health, Arrowsmith Recreation (ACRA), Society of Organized Services (SOS), Vancouver Island Regional Library (VIRL), and Metis Nation of B.C.

This meeting was an organizational meeting as the position of OBLT manager has been melded with the early learning supports at Qualicum School District.

Who will come to the meetings?

- Membership at the Early Years Table is open to all the organizations in the Qualicum School District area who have programs for parents or children aged 0-8.
- The current participants of this meeting are all invited to attend and those groups attend regularly.
- Other groups such as the RDN, CYMH, etc. attend sometimes.

What do we want to discuss?

- We would like to get back to having a plan that will help us to work on vulnerabilities as expressed in the data.
- We want to identify common actions that can be used throughout all care providers. I.e. Calm Curriculum?

When should meetings happen?

- The current time 2<sup>nd</sup> Thursday of the month at noon works
- We would like some in person and some virtual meetings
- All would be lunch meetings with lunch provided when meeting in person.

Next Meeting: September 12 at noon via Teams





# QUALICUM SCHOOL DISTRICT

## Student Fees 2024-2025

School	Activity or Resource	Fee
<b>AES</b>	School Supplies K-7 (school will bulk order supplies for all families) <i>[families with 3 or more children pay flat rate of \$100]</i>	50.00
	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
	Ukulele Program (Grades 6-7) – <i>if required will be optional to purchase</i>	Up to 25.00
<b>BES</b>	Cooking Program (Grades K/1) – <i>if determined by teacher</i>	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	Up to 10.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>EES</b>	School Supplies K-7 (school is bulk ordering supplies for all families)	50.00
	Cooking Program (K/1)	20.00
	Music Recorder – <i>if requested by music teacher</i>	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>NBES</b>	School Supplies K-7 (school is bulk ordering supplies for all families – a small number of additional supplies may be requested by classroom teachers in September.)	50.00
	Planners – <i>if requested by the classroom teacher</i>	8.00
	Music Recorder - <i>if requested by music teacher</i>	Up to 10.00
<b>EOES</b>	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	Up to 10.00
	Headphones – <i>if required by teacher</i>	25.00
	School Supplies – Kindergarten	42.00
	School Supplies – Grades 1-7	45.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>QBES</b>	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	K-7 School Supplies (Including STREAM students)	50.00
	Music Recorder (Grades 3 - 5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
	STREAM (4-7) For maker supplies, robotics equipment (in addition to K-7 supplies)	75.00
<b>SES</b>	Combination Lock – Grades 6/7 - <i>Optional</i>	5.00
	School Supplies Fee (school is bulk ordering supplies for all families)	50.00
	Music Recorder (Grades 3-5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00



# **QUALICUM SCHOOL DISTRICT** **Student Fees 2024-2025**

<b>BSS</b>	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
	Hockey Academy	500.00
	Outdoor Pursuits 9	1000.00
<b>KSS</b>	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
<b>CEAP</b>	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	50.00
<b>PROGRAMS OF CHOICE/SPECIALTY ACADEMIES</b>	<p>Qualicum School District offers a range of <i>Programs of Choice</i> and <i>Specialty Academies</i> that provide unique learning opportunities for our diverse student population.</p> <p>In some cases, a <i>Program of Choice</i> or <i>Specialty Academies</i> may result in a fee per student.</p>	
<b>ROAMS (River, Ocean and Mountain School) Secondary District Program</b>		2000.00
<b>GLOBAL ROAMS (River, Ocean and Mountain School) Secondary District Program</b>		750.00



# QUALICUM SCHOOL DISTRICT SUPERINTENDENT OF SCHOOLS

Yath ćisum  
Always growing  
Grandissons ensemble

## Briefing Note

**Date:** June 25, 2024  
**To:** Board of Education  
**From:** Peter Jory, Superintendent of Schools  
**RE:** **Qualicum School District - School and Program Impact Plans**

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### **Background:**

School and program principals have been working with their school staffs on their school plans, as per usual district practice. For the second year now, we have adopted the Observable Impact framework and its S-E-T format, which asks for not just school goals, but also clear outcomes categorized by student, educator, and the tasks or artifacts that provide evidence of success. Schools presented their shared work on their school goals and key outcomes to the Board in five minute "ignite" style sessions on May 14<sup>th</sup> of this year, before making final changes to the School Impact Plans that are being shared with the Board at this time.

### **Next Steps:**

General senior staff feedback from the prior iteration of plans included tighter alignment between each of the S-E-T outcomes, consideration of a simpler or less text rich presentation, and inclusion of more specific (and quantitative) outcomes when appropriate, and much of this has been effectively incorporated in the 2024-25 plans. The next learning sessions will focus on collecting and sharing tasks, outcomes, and artifacts for the "T" columns, as well as continued support around the use of quantitative data.

We are very pleased with the progress we have already seen to date. Even in this relatively early stage of the work, we are already seeing strong alignment with the District Strategic Plan. A summary of the school S-E-Ts sorted into our goal areas of To Learn, To Give, To Grow, and To Belong is shown in the Appendix 1 attached.

### **Recommendation:**

THAT the Board of Education of School District 69 (Qualicum) approve the School Impact Plans for 2024-2025 as previously provided.

Respectfully submitted,

Peter Jory  
Superintendent of Schools/CEO

## **Appendix 1: Summary of District's Areas of Focus for Each Goal**

### **To Learn – Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school**

Our district emphasizes developing essential curricular skills for academic success and future endeavors. Key areas of focus include:

- Encouraging daily writing practice and experimentation with different styles.
- Using feedback for continuous improvement in writing.
- Promoting flexibility and real-world application in numeracy.
- Ensuring students can independently choose and read material at their level, engage in oral activities confidently, and use various support tools.
- Supporting students in articulating their learning goals and understanding their importance.
- Setting and reflecting on meaningful goals with educator support.
- Using flexible, creative, and critical thinking to solve problems across contexts.

### **To Give – Students leading local and global change**

Our district fosters student leadership and civic engagement by encouraging activities that lead to positive change locally and globally. Key areas of focus include:

- Promoting personal confidence, pride, and empathy.
- Helping students identify and work towards personal and class goals.
- Encouraging students to make choices about their learning and select the necessary strategies, tools, and supports.

### **To Grow – Supporting all learners in pursuit of equity of outcomes**

Our district is committed to equity in educational outcomes. Key areas of focus include:

- Promoting flexibility and real-world application in numeracy.
- Utilizing a strength-based approach for inclusion, instruction, and assessment.
- Supporting student goal setting with necessary resources.
- Continuously assessing and providing feedback on students' progress with flexible tools.
- Explicitly teaching tools, routines, and strategies with access to technology and visuals.
- Reinforcing growth mindset and promoting reflection on evidence across contexts.
- Applying number sense to real-world situations.
- Using diverse strategies and tools to help students meet their goals.

### **To Belong – Developing critical social skills and all of the strategies necessary for a healthy self**

Our district fosters a sense of belonging by helping students develop essential social skills and well-being strategies. Key areas of focus include:

- Ensuring students feel safe and connected at school.
- Engaging staff in meaningful class reviews and goal-setting processes.
- Providing professional learning opportunities and resources aligned with class goals.

These summaries highlight our district's commitment to holistic education, ensuring students are prepared for academic success and meaningful lives beyond school.



**Qualicum School District  
Finance & Operations Committee of the Whole Report  
Monday, June 17, 2024  
Via Video Conferencing  
10:30 a.m.**

**Facilitator: Trustee Elaine Young**

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

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

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

**2. PRESENTATIONS (10 MINUTES)**

None

**3. PROJECT UPDATES**

**a. Oceanside Community Track**

Phil Munro, Director of Operations, provided an update of the work being done on the project and shared the Koers & Associates Engineering Ltd.'s Construction Report from as provided in the agenda package. It was also shared that the community support to find accommodation and meals for Marathon Surfaces workers in order to reduce the costs for the new surface work is going well and should be in place for the Fall, when the rubberized surface will be installed.

A recent news article was referenced regarding the Ballenas Whalers Football Society clubhouse being constructed on the site of the partially built foundation. It was shared that the Whalers were interested in taking over the project in order to build permanent office and storage space for their team, which would negate the need for them to use space in Winchelsea Learning Centre. The Society is now in the process of fundraising in order to fund that project.

**b. False Bay School**

Phil Munro, Director of Operations, shared his recent conversations with the District Project Consultants and Ministry staff. Ministry staff have requested an option for a modular build be included in the Project Definition Report (PDR) so that the Ministry had the perspective of both an on-site build and a modular build to assess the costs of each. It was shared that, since the total cost is coming in under the \$25 million threshold to go to Treasury Board, the District should not have any issues if the election is called and approvals could get delayed. It is expected that the final PDR will be submitted to the Ministry by the end of the week (June 21).

**c. Routing Software**

Brant Prunkl, Manager of Operations – Safety and Transportation, provided a view of the new route planning software, highlighting the visual map that shows where students are located and current routes of the transportation system. He shared that safety considerations, walk exceptions, and busy highways can be included in developing new routes. Other factors that make up the planning, including bell times, stop locations and transfer locations, can now be added to aid in planning. Onboard tablets will allow drivers to receive information pertaining to route directions and student lists.

**4. ITEMS FOR DISCUSSION**

**a. Proposed Closure of Commons Rental Facilities**

Secretary Treasurer Amos reported that the Board will be discussing the closure of Qualicum and Craig Street Commons to public and business use at its June Regular Board meeting. The recommendation from staff is for closure to be effective June 30, 2025. Some questions have come forward from tenants regarding process and consideration; however, nothing concrete has been proposed.

**b. Tribune Bay Outdoor Education Centre**

Secretary Treasurer Amos reported that the Board has received the report from a review that had been undertaken on behalf of the Comox Valley and Qualicum School Districts in anticipation of a decision on the renewal of the Park Use Permit on Hornby Island. It was shared that the Board would make a decision this month as to whether or not to support the renewal process for the site.

**5. INFORMATION ITEM(S)**

**a. Accessibility Planning Committee**

Brant Prunkl, Manager of Operations – Safety and Transportation, shared that a working group had been set up to review the District's Accessibility Plan as prescribed in the recently implemented Accessible BC Act. Recently, the focus of the working group has been to post information regarding the legislation on the district's website ([https://www.sd69.bc.ca/About/Accessibility/Pages/default.aspx#/=](https://www.sd69.bc.ca/About/Accessibility/Pages/default.aspx#/)) and a survey for staff to complete in order to guide this work. As requested items come forward, they will be forwarded to the Operations and Maintenance Department, in order to be included in the work planning. Minutes of the meetings of the working group will be available and likely posted on the district website.

**b. 2025/2026 Major Capital Submission**

Director of Operations Munro shared that this submission, which is due at the end of June, will include updated costing values for the seismic projects that had been previously identified as priority items through the Provincial seismic study, namely those at Kwalikum and Ballenas Secondary Schools.

**c. 2023/2024 Financial Summary**

Secretary Treasurer Amos provided an update on the finances as of May 30<sup>th</sup>. It was shared that there continues to be pressures on the budgets in the areas of TTOC/Substitute costs due to increased sick usage, Operations & Maintenance costs due to elevated spending, and School Administration due to a higher than normal number of medical leaves and the costs required to cover these absences. It was shared that the Indigenous Education Programs budget will have a planned underspend that will require a Board motion in September to support the carry forward of the surplus. Overall, while not planned, the financial year end will likely see a small drawn down of the operating surplus. It was noted that the Boarding Allowance costs continue to rise as a result of the increasing allowance rate as well as increasing usage as more secondary students from Lasqueti Island are moving off-island to attend Ballenas and Kwalikum Secondary Schools.

**6. ITEMS FOR RECOMMENDATION TO THE BOARD**

**a. Approval of the 2025/2026 Major Capital Submission**

**7. FUTURE TOPICS**

TBD

**8. NEXT MEETING DATE:**

Tuesday, September 16, 2024 at 10:30 via video conferencing



# Submission Summary

Submission Summary:	Major 2025/2026   2024-06-30   MAIN - K12 & CC Integrated
Submission Type:	Capital Plan
School District:	Qualicum (SD69)
Open Date:	2024-04-08
Close Date:	2024-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Seismic	\$39,838,063
Total	\$39,838,063

SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150396	Kwalikum Secondary	Upgrade	Seismic Upgrade of 2 H3 Blocks. In viewing the 2018 seismic report issues are as	\$16,083,820
2	150395	Kwalikum Secondary	Upgrade	Seismic Upgrade of 1 H2 block. In review of the seismic report dated 2018, issues	\$6,483,245
3	150350	Ecole Secondaire Ballenas Secondary	Upgrade	Seismic Upgrade of 1 H2 block. The main VLS system is stacked bond masonry. SD69 has been replacing roof sections for the past 5 years. During the new roof	\$17,270,908
Submission Category Total:					\$39,838,063



**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE REPORT  
TUESDAY, JUNE 17, 2024  
1:00 P.M.  
VIA VIDEO CONFERENCING**

**Facilitator: Trustee Carol Kellogg**

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

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

**1. INTRODUCTIONS**

**2. FOR INFORMATION**

**a. Administrative Procedures to Board Policy 617: *Selection and Assignment of Exempt Leadership Staff***

Trustee Kellogg spoke to the edits made to clarify the process in the event of a conflict of interest by a member of the selection committee.

Superintendent Jory spoke to the edits made to update the initial term of new principals or vice principals as they are now continuous as the District has a robust hiring process. The offer of a continuous contract also helps with recruitment. He further noted that, due to the nature of the contracts, if things are going poorly the district has a process in place should a contract need to be revised/terminated.

The Administrative Procedure will be presented for information at the June Regular Board Meeting.

**3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**

**a. Bylaw 1: *Board of Education***

Trustee Kellogg spoke to the proposed changes, noting that the topic was raised through a motion submitted by Trustee Young at the Annual General Meeting of the BC School Trustees Association to include the requirement for newly elected trustees to undergo a Criminal Record Checks. While that motion had been defeated, it was suggested that districts who may not already have done so, could include that requirement in policy. Therefore, the language has been added to the bylaw to require newly elected trustees to complete a Criminal Record Checks.

It was also suggested that a statement be included in the trustee candidate package that, if elected, a Criminal Record Check would be required.

The Bylaw will be given first reading at the June Regular Board Meeting



**b. Policy 107: Use of Educational Property for Child Care**

Superintendent Jory noted that edits were made to the language in the policy and administrative procedure to ensure that any child care spaces or rentals would ensure cost neutrality to the board.

Associate Superintendent Wilson and the District Principal of Early Learning and Child Care will also be reviewing the document to ensure the wording is still relevant.

The policy will be given first reading at the June Regular Board Meeting

**4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**

None

**5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**

**a. Board Policy 700: Safe, Caring and Inclusive School Communities**

Further to a suggestion from Trustee Austin, one lengthy sentence was separated into two sentences in the policy under the second Board expectation.

The policy will be presented for third and final reading at the June Regular Board Meeting.

**b. Board Policy 804: Physical Restraint and Seclusion of Students**

Superintendent Jory reminded the committee that the proposed changes were to align the context and purpose when, in some rare occasions, extraordinary measures might be necessary.

No further suggestions for edits were made.

The policy will be presented for third and final reading at the June Regular Board Meeting.

**6. FUTURE TOPICS**

Ongoing review of bylaws and policies.

Matt Woods, MATA President, suggested that the Committee review Board Policy 502: *Field Experiences (Trips)* to consider including language to acknowledge the sensitivity of providing accommodations for trans and non-binary students/staff.

Trustee Kellogg noted that she would also be reviewing links on each policy and bylaw to ensure they are still current. Trustee Young suggested that, at the same time, the policies and bylaws be reviewed to ensure that gender neutral language is used.

**7. NEXT MEETING DATE**

Monday, September 16, 2024 via Microsoft Teams



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

**Purpose**

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

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

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

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

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

**Selection of District Senior Leaders**

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

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

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and other members of the senior leadership team.
2. The Superintendent will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. Vacant senior leadership positions will normally be advertised locally, provincially, and nationally using services including *Make a Future*®.
4. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for



## ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

## SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

- potential interviews, then conduct short-listing reference calls and create a short-list of up to four candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
5. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
  6. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.
  7. **Panel members with potential conflicts of interest should recuse themselves from the selection process. If the Superintendent is in conflict, another senior staff member may be designated to supervise the process and make the final selection.**
  8. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
  9. The selection panel, chaired by the Superintendent and consisting of senior staff and the Trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
  10. From time to time, the Superintendent may either fill a short term vacancy or create and fill a short-term position (short-term being normally less than four months duration) without the full process as described above.

**Selection of Other District Exempt Staff:**

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

**Selection of Principals and Vice-Principals**

1. Each year, as part of personal and professional growth planning, principals and vice-principals will discuss their current assignments and future plans with the Superintendent and, as appropriate, other members of the senior leadership team.
2. Each year, prior to February 15, each principal and vice-principal will submit to the Superintendent a completed *Principal and Vice-Principal Placement Preference Form* (Appendix 1) indicating preferences for assignment for the following school year. Each principal and vice-principal will be invited to meet with the Superintendent and members of senior staff as they see fit. It is understood that as part of career planning, principals and vice-principals intending to retire at the end of the school year will make those intentions known confidentially to the Superintendent by January 31 of that year.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 617

SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

3. As they become known, vacancies will be considered opportunities for re-assignments of principals and vice-principals. This may include, in rare cases based on experience and qualifications, assigning a vice-principal to a principalship or, as necessary assigning of a principal to a vice-principalship as necessary, either of which will be in accordance with that person's contract of employment.
4. Principals and vice-principals will be consulted as early as possible in any consideration of their reassignment, in order to allow full consideration of options and implications. As well, where a vice-principal vacancy occurs, the principal of the school may be consulted in regard to the needs of the school.
5. From time to time the Superintendent may work through a recruitment and selection process to establish a principal and/or a vice-principal pool. Where such a pool exists the Superintendent may assign someone from the relevant pool to a pending vacancy.
6. The Board will be informed of any re-assignments of principals and vice-Principals, including any assignments from the principal or vice-principal pool.
7. After any re-assignments have been affected, vacancies will be declared which will require a selection process as described below, with the successful applicant being offered a position with the district, with initial assignment to a particular setting.
8. Principal vacancies will be advertised internally and externally. Vice-principal vacancies will be advertised internally and, at the discretion of the Superintendent, externally.
9. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
10. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
11. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE Local 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.
12. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
13. The selection panel, chaired by the Superintendent and consisting of senior staff and the trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
14. ~~Principal and vice-principal assignments will normally start with three-year term assignments with evaluation in the second year of the assignment in keeping with the terms of the contract of employment. The assignment will be convertible to continuing after year three at the discretion of the Superintendent.~~
15. From time to time, the Superintendent may either fill a short term vacancy or create and fill a short-term position (short-term being normally less than four months duration) without the full process as described as described above.



**Administrative Staffing Plan**

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

**References:**

- [Board Policy 617: Selection and Assignment of Exempt Leadership Staff](#)
- [The School Regulation BC Reg 265/89](#)
- [The School Act](#)

**Dates of Adoption/Amendments:**

Adopted: 2020.05.26

Amended:

Qualicum School District

APPENDIX 1

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

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

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

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

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

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

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

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

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

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

**B. Request for Reassignment:**

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

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

**C. Willingness to be Reassigned:**

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

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

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

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

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

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

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

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

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



**PURPOSE**

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of conduct including process for breaches.

**I. ELECTION OF TRUSTEES:**

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

In Qualicum School District, under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of Qualicum School District:

<u>No. of Trustees to be Elected</u>	<u>Electoral Areas to be Represented</u>
1	E of the Regional District of Nanaimo Regional District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo The City of Parksville The Town of Qualicum Beach, and E of the qathet Regional District
1	H of the Regional District of Nanaimo

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

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

**1. Definitions**

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

"Election" means a trustee election.

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

**2. Application**

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

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

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



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

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

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

**5. Additional Advance Voting Opportunities**

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

**6. Additional General Voting Opportunities**

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

**7. Special Voting Opportunities**

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

**8. Public Access to Election Documents**

The Board authorizes posting of nomination documents of trustee candidates on the website of Qualicum School District until 30 days after declaration of the election results.





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

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of Qualicum School District until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.

**II. BOARD ROLE:**

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

**SPECIFIC AREAS OF RESPONSIBILITY**

**1. Accountability to Governments**

The Board shall:

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

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

The Board shall:

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



**3. Planning**

The Board shall:

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

**4. Policy**

The Board shall:

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

**5. Board/Superintendent Relations**

The Board shall:

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

**6. Political Advocacy**

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public



**7. Board Development**

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

**8. Fiscal Accountability**

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

**9. Selected Responsibilities**

- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

**III. ROLE OF THE TRUSTEE:**

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



**Specific Responsibilities:**

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Conduct.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to Board Policy: 710: [Resolution of Student and Parent Complaints](#).
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools - Purpose and Parameters which can be found in the [Trustee Handbook](#).
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

**IV. TRUSTEE CODE OF CONDUCT:**

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.



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

**PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:**

1. Trustees, **upon being elected**, are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors, **including completing and submitting criminal records checks**.
2. The Board may take action against a trustee to protect its dignity, integrity and proper function, and to act fairly in providing procedural protections based on the level of severity of a breach of conduct.
3. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:



- Writing a letter of apology;
  - Participating in a restorative justice process;
  - Participating in specific training, coaching, or counselling as directed by the board;
  - Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
  - Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.
4. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

**V. TITLE**

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

Read a first time this 23rd day of May 2023

Read a second time this 26th day of September 2023.

Read a third and final time, passed and adopted this 24<sup>th</sup> day of October 2023.

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VICE CHAIRPERSON OF THE BOARD

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SECRETARY TREASURER

**REFERENCES:**

- BC Ombudsperson  
<https://bcombudsperson.ca/guide/complaint-handling-guide/>  
<https://bcombudsperson.ca/fairness-education-resources/fairness-consultation/>
- Board Bylaws and Policies  
[https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=](https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/)
- The School Act Part 4  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_04#part4](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4)
- The Local Government Act  
[https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00)
- Provincial Criteria Guidelines for Trustee Codes of Conduct  
<https://www.bced.gov.bc.ca/bulletin/20230602/criteria-guidelines---may-25.pdf>

**DATES OF ADOPTION AND AMENDMENTS:**

**Adopted:** January 1999

**Amended:** 2002.08.27: 2005.10.25: 2008.09.23: 2014.05.27: 2020.02.25: 2022.09.13:  
**2023.10.24**



## USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 1 of 1

**Context:**

Consistent with *Ministerial Order M326* (August 31, 2020), and the provisions of *The Educational Statutes Act, 2020*, the Board of Education has identified the need for quality, affordable, childcare that is accessible, where possible, to school sites. This policy should be read in conjunction with Policy and Administrative Procedures 105 - *Use of School Facilities*.

**Policy Statements:**

1. The Board recognizes the need for quality, affordable and accessible before and after school childcare close to or on all school sites.
2. The Board promotes the provision of quality, affordable and accessible child care between the hours of 7 A.M. and 6 P.M. on business days by either the Board or third party licensees.
3. Use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

**Guiding Principles:**

The Board believes that:

1. The Board should regularly assess the community need for child care programs on their property through a process of engagement with all interested parties including board employee groups, DPAC and PACs, Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.
2. ~~All child care programs should be provided at a fee that reflects only the direct and indirect costs to the district.~~ **Child care and space rental fee structures should be set with cost recovery in mind.**
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

**Definitions:**

1. In this policy, the terms "board property," "business day," "child care program," "educational activities," and "licensee" have meanings given to those terms in the School Act.
2. "Direct and Indirect Costs" include:
  - a. Utilities
  - b. Maintenance and repair
  - c. Allowance for custodial and other school district related expenses including any time spent by district employees relating to the use of facilities by licensed child care providers.

**References:**

- [Administrative Procedures: Use of Educational Property for Child Care](#)
- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- [Education Statutes Amendment Act, 2020](#)
- [Ministerial Order M326 \(August 31, 2020\)](#)
- [Community Care and Assisted Living](#) Facilities Act

**Dates of Adoption/Amendments:**

Adopted: 2021.04.27

Amended:





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 107

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

**Purpose**

These Administrative Procedures are intended to provide the procedural framework for Board Policy 107: Use of Educational Property for Child Care. In School District 69 any child care services provided on school district property is most often provided by third party providers and community partners.

**Procedures:**

1. Senior staff will ensure that assessments of community needs for child care are done at least annually in relation to each elementary school in the district in collaboration with Board employee groups, DPAC and PACs, Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.
2. Those periodic assessments will consider the current provision of child care services before and after school, whether by third-party child-care providers or by the district, relative to the need of the parents in that school community.
3. As possible, senior staff will consider within those assessments the capacity of the district to work with third-party providers for child care services to pre-school aged children, including full-day services where demand, facility and availability of operators allows.
4. If child care programs are to be provided on Board property, the Board of Education will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both. Preference will be given to not-for-profit providers.
5. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
6. ~~Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program.~~ **Fees and rental costs for child care programs will be reviewed and adjusted from time to time so that they are operating at no cost to the Board.**
7. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
  - a. provide inclusive child care; and,
  - b. foster Indigenous reconciliation in child care.
9. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
  - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act:
    - i. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and,
    - ii. "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 107

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 2 of 2

- b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.
10. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five (5) years. The contract must contain:
  - a. a description of the direct and indirect costs for which the licensee is responsible;
  - b. an agreement by the licensee to comply with this policy and all other applicable policies;
  - c. a provision describing how the agreement can be terminated by the Board or the licensee;
  - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
  - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
  - f. a requirement for the licensee to maintain appropriate standards of performance; and
  - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
11. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
  - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
  - b. the availability of school district staff to provide before and after school care;
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

**References:**

- [Board Policy 107: Use of Educational Property for Child Care](#)
- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- [Education Statutes Amendment Act, 2020](#)
- [Ministerial Order M326 \(August 31, 2020\)](#)
- [Community Care and Assisted Living](#) Facilities Act

**Dates of Adoption/Amendments:**

Adopted: **2021.04.27**

Amended:



**SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES**

Page 1 of 2

**CONTEXT:**

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16 **and M89**) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

**POLICY STATEMENT:**

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

**GUIDING PRINCIPLES:**

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school's code of conduct.
2. **Each school's code of conduct will use the district's template and include content that speaks to anti-discrimination, expected behaviours, unacceptable behaviours, responses to unacceptable behaviours, safe reporting, and the responsibility to inform. As well, language will be included supporting a distraction free learning environment through restrictions on personal digital devices cell phones and other devices.**
3. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
4. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
5. District wide professional learning for educators will continuously provide best practices.
6. All staff who work directly with students shall have access to training on the impacts of trauma.
7. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23: **2022.01.25**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

**Purpose**

These Administrative Procedures are written in support of Board Policy 700: *Safe, Caring, and Inclusive School Communities*.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

**School Codes of Conduct**

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)(M89)]*.

1. This code shall establish expectations for student conduct:
  - a. within the school facility in all school programs and activities
  - b. outside the school facility in all school programs and activities
  - c. going to and from school, when the school deems it to be appropriate
2. **Personal Digital Devices**
  - a. **Each school is required to develop in consultation with students, parents, teachers, staff, administrative personnel, a set of restrictions for personal digital devices.**
  - b. **The restrictions for personal digital devices will be couched in positive outcome-based language that will encourage undistracted learning from bell to bell.**
  - c. **Schools will be encouraged to provide students with social media training as part of their regular curricular content in intermediate and secondary grades.**
3. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700  
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

4. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.
5. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
6. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
7. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
8. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15<sup>th</sup> of each school year (*attached form*).
9. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15<sup>th</sup>, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
10. The school's Code of Conduct shall be posted publically.
11. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

**REFERENCES:**

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

**Dates of Adoption/Amendments:**

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: **2022.11.22**



## PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

### Context

The School Act repeatedly and clearly states that all students have a right to an education. The ~~Special Needs Students Order (M235/07) states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.”~~ **It is recognized that within an inclusive school environment that there may be rare occasions in which adults must use extraordinary measures to prevent a student from harming themselves or others.** The Ministry sets out the guidelines in the *Physical Restraint and Seclusion in School Settings* document.

### Policy Statement

The Board is responsible for providing educational programs within a safe, caring, and inclusive environment. Physical restraint or seclusion is *only* used when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

### Guidelines

The Board expects:

1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

### Definitions

All definitions in this policy and Administrative Procedures are as stated in the [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

### References

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)

**Dates of Adoption/Amendments**

Adopted: 2018.11.27

Amended: **2022.06.28**

DRAFT





**Purpose**

**These administrative procedures are written in support of Policy 804: Physical Restraint and Seclusion of Students.**

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education and Child Care's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings* along with the following definitions of physical restraint and seclusion:

***Physical Restraint:*** is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

***Seclusion:*** is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
  - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
  - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
  - To the ~~Assistant~~ **Associate** Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
  - With involved school personnel
  - With the parents/guardians of the student, and where possible with the student
  - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
  - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

**References:**

- [Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

**Dates of Adoption/Amendments:**

**Adopted:** 2018.11.27

**Amended:** 2022.06.28: **2022.11.22**

## APPENDIX I

### PROCEDURES FOR HANDLING A VIOLENT INCIDENT

#### PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

***If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.***

**DEFINITION OF VIOLENCE:**

***“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”***  
**(Source: WCB)**

***NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.***

**The Employee MUST:**

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

**NOTE:** Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

**The Principal/Supervisor MUST:**

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.
- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident.

## APPENDIX I

### PROCEDURES FOR HANDLING A VIOLENT INCIDENT

The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.

- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

#### **Distribution of the Forms:**

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

#### ***If the violent incident involves a student:***

##### **Un-redacted Copies:**

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services **Support** (if required as per Policy 700)

##### **Redacted Copies:**

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) ~~General~~ Manager of Operations – **Safety and Transportation**

#### **If the violent incident does not involve a student, un-redacted copies are distributed as follows:**

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) District Principal, Learning Services **Support** (if required as per Policy 700)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) ~~General~~ Manager of Operations – **Safety and Transportation** (in a sealed envelope)



**Qualicum School District  
Education Committee of the Whole Report  
Tuesday, June 18, 2024  
Via Video Conferencing  
10:30 a.m.**

**Facilitator: Trustee Julie Austin**

**Mandate:**

*To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.*

## **SCHOOLS AND/OR PROGRAMS**

### **Tech Project to Student Learning**

Jill Brown, Tandy Gunn

Jill presented an initiative involving 10 applications from different teams to support 10 students using iPads or laptops. The goal was to trial technology tools to enhance learning, working closely with teachers to ensure students became proficient with the technology. Success stories emerged, leading to broader adoption in classrooms and changing teaching approaches. The initiative aimed to overcome barriers like access to dedicated technology, emphasizing the confidence-building impact on students. The students for the program were selected purposefully and not at random.



*Snap Type Pro 2*

The approach has seen significant improvements in students' ability to be independent learners, describing it as a game changer. Specifically, Jill mention that attendance has improved, mental health concerns have decreased, and challenging behavior has reduced because students feel empowered to succeed in school without constant adult guidance.

Jill and Tandy discussed auditory processing challenges and working memory issues in students. Auditory processing involves receiving and manipulating information heard, which is crucial for both lesson comprehension and reading tasks. They highlight that many students struggle with these cognitive functions, as identified through psychoeducational assessments. Universal Design for Learning (UDL) is proposed as a framework to address these challenges, emphasizing the need for educators to plan lessons that cater to diverse learning needs. Practical strategies like chunking information and providing visual aids are recommended to support students who struggle with auditory processing and working memory.

We look forward to hearing more challenges that are being addressed through technology to help out students.

## Board Authority/Authorized (BAA) Course Proposal – Careers Department

Martin Jedlik and Greg Muirhead

Martin and Greg introduced a Summer Explore Trades program that has been running for several years. Initially focused on providing work experience to students typically in grades 9 and 10, the program has expanded to include other career options beyond traditional trades, such as roles in Health and Human Services. The program includes a three to four-week curriculum featuring certifications like first aid, site tours of post-secondary institutions, and visits to local employers for practical work experience. Students also receive guidance on resume building, job skills, and safety regulations from community partners like WorkSafe. The goal is to prepare students for future career paths, potentially influencing their post-secondary planning and bridging into dual credit or head start programs. The program's evolution reflects a commitment to offering meaningful learning experiences outside the regular school year, enhancing students' career readiness and educational pathways.



The goals and rationale behind the course focus on providing students with a comprehensive understanding of the Oceanside labor market and beyond. Through the program, students gain insights into high-demand careers, distinguishing between available job opportunities and those that may be more suitable upon graduation. They develop clarity on different career pathways such as apprenticeships versus traditional academic routes, empowering them to make informed decisions about their future education and career choices. This understanding extends beyond local contexts to encompass broader perspectives across Vancouver Island and beyond, influencing their course selections during critical high school years. Ultimately, the program equips students not only with practical skills but also with a clearer vision of their career goals and preferences, helping them navigate their academic and professional journeys with confidence.

Please see the Regular Board meeting agenda package for details regarding this proposed Board/Authority Authorized course.

*Resources: Qualicum School District Career programs*  
<https://www.sd69.bc.ca/Programs/CE/Pages/Career-Ed.aspx#/=>

## ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

### Zero Waste Report to the Regional District of Nanaimo - Rudy Terpstra, Director of Instruction

The discussion revolved around acknowledging various zero waste initiatives around the district, in part thanks to the \$25,000 Zero Waste grant from the Regional District of Nanaimo (RDN) and partnerships within the school district. The participation of the RDN plays a critical role in supporting educational programs aimed at reducing waste within the district.



All the schools participating in zero waste initiatives wish to highlight the custodial department's role and collaborative efforts across schools. Specific recognition is given to the expansion of composting programs in schools like Springwood and Winchelsea Place, underscoring the teamwork involved in launching and sustaining these environmental initiatives. The number of learning grants and their impact on environmental stewardship further underscores the district's commitment to sustainability.

*Resources: [RDN Zero Waste Education Program](#)*  
*[PQB News – More School participating in Zero Waste Education Program](#)*



## SOCIAL JUSTICE AND EQUITY

### Student Voice

Gillian Wilson, Association Superintendent, shared updates with the Education Committee regarding the reinstatement of the student voice group, which convened several times last year to discuss reports like the Killarney and The Youth Development Instrument (YDI)\*, and formulate actionable recommendations for their schools. This year, the group has reconvened to review the McClure report and the latest YDI data. They plan to meet regularly to continue addressing youth concerns and shaping their educational environment. The initiative aligns with efforts by Katie for Indigenous youth and Rudy's community of practice facilitation, focusing on creating a positive school environment based on student input. Key priorities identified by the students include safety, inclusivity, student voice in decision-making, authentic adult relationships, dignity, respect, and robust education on mental health, drug misuse, and sexual health. They emphasize the need for more supportive adult mentors and advocate for changes in learning spaces to foster respect and autonomy. The committee is encouraged to engage directly with the youth group to hear their perspectives and learn about ongoing actions emerging from their discussions.

*\* The Youth Development Instrument (YDI) is a self-report questionnaire designed to learn about the social and emotional development, health, and well-being of young people 16-17 years of age.*

### Student Representation at Board Meetings - Trustee Austin

The discussion revolved around the idea of including student representation in future meetings. There is an interest in providing a platform for students to directly engage with the board, similar to how other stakeholders like unions are involved. Trustee Young suggested allocating a specific spot on the agenda where students can present highlights from their discussions and perspectives on student voice initiatives. Peter suggested involving school principals to gauge student interest and participation. It was also acknowledged that board meetings might not always be engaging for students, suggesting that representation should focus on meaningful participation rather than mere presence. The discussion concluded by emphasizing the importance of student interest and suggests exploring potential changes to bylaws to formalize the process while keeping flexibility for years with varying student engagement levels. The board agrees to pursue further exploration of this idea and hopes to receive positive feedback and participation from schools and students.

## SHARED LEARNING

### Learning Grant Update from June 17<sup>th</sup> Presentations

All those in attendance at the Education Committee meeting discussed their reflections and takeaways from the recent Learning Grants Ignite sessions held at Sunrise Ridge. Following is a summary of their comments:

1. Overview of the Learning Grants Ignite Sessions: The meeting opened with a summary of the Ignite sessions, where educators presented their projects funded by various grants, including RDN zero waste funds, physical literacy funds, and indigenous education funds. The sessions highlighted hands-on, outdoor, and meaningful learning experiences that resonated with both educators and attendees.
2. Trustee Carol Kellogg expressed enthusiasm about the variety of projects showcased and how they provide insights into the district's educational initiatives. She appreciated the thematic focus on indigenous learning, zero waste initiatives, and literacy, noting how these projects can positively impact student engagement and outcomes.
3. Trustee Elaine Young highlighted the evolution of projects over the years, noting the growth and thematic development among recurring participants.
4. Associate Superintendent Gillian Wilson confirmed that support staff were involved in the presentations and emphasized the cataloging of resources to ensure accessibility across schools.
5. Trustee Barry Kurland praised the event's organization and pacing, crediting Gillian and Rudy for maintaining engagement throughout. He highlighted the importance of such events in fostering a sense of collegiality and shared purpose among educators across the district.
6. Future Directions and Feedback: The discussion concluded with suggestions for further enhancing accessibility to learning grant outcomes, potentially through an online bibliography.

The Learning Grants Ignite sessions are seen as a valuable platform for showcasing innovative educational practices, fostering collaboration, and inspiring future initiatives within the district. The trustees would like to thank all who participated.

### Highlights from 2024 Grad Walk

Gillian highlighted the Grad Walk event held on June 11th, celebrating graduating students returning to the elementary schools across the district.

Graduates engaged in various activities such as dodgeball, parachuting, and playing on playground equipment at different schools. Each elementary school had unique ways of honoring the graduates, including cards and treats from kindergarten students, banners, posters, and cheers from younger students and teachers. Emotional highlights included a kindergarten teacher moved to tears while drumming in graduates whom she had taught since their kindergarten days. This emotional connection underscored the journey from elementary school to graduation for both students and teachers.

Over 200 grads participated in the event out of a cluster of just over 300, showcasing strong engagement from the graduating cohort. The event allowed graduates to reconnect with past educators and schools, fostering a sense of community and nostalgia. The Grad Walk exemplified community support and celebration, emphasizing the role of elementary schools as foundational in the educational journey. Kindergarten students offered advice and homemade flowers, symbolizing their support and best wishes for the graduates' future endeavors.

Overall, the Grad Walk was a successful event that not only celebrated the achievements of graduating students but also highlighted the continuity and community spirit within the district's educational institutions. It provided a meaningful way for graduates to reminisce and reconnect with their educational roots.

### INFORMATION

**Coffee with Trustees** – Next one is scheduled for False Bay School in October – Date TBD depending on Lasqueti Island ferry schedule.

COFFEE WITH TRUSTEES SCHEDULE	
False Bay School	TBD
Nanoose Bay Elementary	November 6
Errington Elementary	December 4

### ITEM(S) FOR RECOMMENDATION TO THE BOARD

a. **Board Authority/Authorized (BAA) Course – *Summer Explore Your Career Options 10***

*Recommendation:*

THAT the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: Summer Explore Your Career Options 10.

### UPCOMING TOPICS

TBD

### NEXT MEETING DATE

Tuesday, September 17, 2024 at 2:30 p.m. via Microsoft TEAMS



## Board/Authority Authorized Course: **Summer Explorer Your Career Options 10**

<b>School District/Independent School Authority Name:</b> Qualicum School District	<b>School District/Independent School Authority Number (e.g., SD43, Authority #432):</b> #69
<b>Developed by:</b> Martin Jedlik/ Careers Department	<b>Date Developed:</b> June 10, 2024
<b>School Name:</b> District Secondary Schools: Ballenas Secondary, Kwalikum Secondary, Parksville Alternate Secondary (PASS), and Collaborative Education Alternative Program (CEAP)	<b>Director of Instruction</b> Rudy Terpstra
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Explore Your Career Options	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4 Course Credits	<b>Number of Hours of Instruction:</b> 120 hours

### **Board/Authority Prerequisite(s):**

Completion of Grade 9 and able to meet Board Policy 508 Career Education Administrative Procedures related to Work Experience.

### **Special Training, Facilities or Equipment Required:**

Classroom, projector and screen, high visibility safety vests, CSA approved Steel Toed footwear.



**Course Synopsis:**

This course is designed as a three-week career readiness program that takes place in the first few weeks of July. Students will receive training and can become certified in a variety of high value employment ready certifications. Students will take part in guided industry tours, Post-Secondary School visits, expert guest speakers and professionally designed and delivered employment readiness workshops. Students will receive instruction and hands on learning in employment readiness skills, resume and cover letter skills and interview preparedness skills. Additionally, students will spend two weeks (80 hours) in a non-paid, individually curated, and supervised work experience placement with an employer in an industry of interest to the students.

Certifications received during this course include Level 1 Occupational First Aid, WHMIS, Food Safe and Site Ready Certification. Post-Secondary visits will take place at Vancouver Island University and North Island College. Industry visits take place at local businesses and local mills. These locations can vary based upon employer availability.

**Goals and Rationale:****i. Rationale:**

This program introduces students to various career options and certifications that will better prepare them for employment during or after secondary school. Students will also learn about the Qualicum School District Career Education opportunities offered to students during their tenure in the Secondary School years. Programs such as Work in Trades, Train in Trades and Dual Credit are all introduced in detail and the pathways to participation for students are explained in detail. This Explore Your Career Options (EYCO) program enables students to gain a broad understanding of how different industries function and contribute to the Oceanside economy. The EYCO program also places students in a meaningful work experience opportunity with local employers where students can gain valuable insight and experience in the industry that they have shown an interest in pursuing. Additionally, the certifications students receive are highly desirable in many industries and help students become employment ready upon completion of this program. Students will earn industry related certifications such as Food Safe, WHMIS, Occupational Level 1 First Aid and Site Ready Certification. Students will take part in workshops such as WorkSafe Rights and Responsibilities for Young Workers and participate in professionally facilitated activities through the local Parksville Career Centre. Workshops such as Personality Dimensions, Nailing the Interview Skills, Job Keeping skills and resume / cover letter building sessions.

This program starts the exploration journey of post-secondary opportunities and helps to chart the path to a meaningful graduation and that of becoming an Educated Citizen. Furthermore, this program reflects the three pillars of being an Educated Citizen and builds the foundation of Career Development: to prepare students to attain their career and occupational objectives, to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

**ii. Goals:**

- Develop an understanding of the economic and job-related landscape of the Oceanside area
- Develop basic knowledge of what is required to obtain and secure meaningful employment
- To understand the importance of and the opportunity to obtain desirable industry related certifications
- Develop a deeper understanding of a career of interest by participating in a Work Experience program
- Develop the skills to successfully create a resume and cover letter

**Aboriginal Worldviews and Perspectives:****i. Declaration of First Peoples Principles of Learning:**

- Learning is reflective, experiential, and relational and involves learning from Career Education Professionals, and Work Experience Mentors throughout the course
- Learning involves recognizing the consequences of one's actions and what it means to be punctual for work and how that may affect the rest of the work team

**ii. Declaration of Aboriginal Worldviews and Perspectives:**

**Experiential Learning from Aboriginal Worldviews and Perspectives in the Classroom Moving forward**, as a foundation of the Summer Explore Your Career Options" program.

Implications for Educational Purpose:

- **"Look for ways to incorporate hands-on learning experiences for students into your practice"** – students will have their individual experience with a local employer in their chosen field, in a true "hands on "experience. Furthermore, students can utilize their skills and certifications they acquired in the first week of the program and apply their learning in their workplace.
- **"Embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences."** – students have the opportunity to choose and explore possible career paths in their work experiences with local employers- student focused learning experience with the support of relevant skills, certifications and tools to be safe and successful in their journey.
- **"Emphasize possible practical applications (e.g., "real-life") when introducing abstract or theoretical concepts."** – students learn "on the job" with local professional employers in workplace atmosphere to gain skills and insight in their chosen. This "real life" experience enables students to link their education and pathway to their chosen career with the practical on the job experience- the role educator is to support the student in this process and learn alongside of them.
- **This program incorporates a key principle of the "First Peoples Principles Of Learning" – Learning holistic, reflective, experiential and relational( focused on connectedness on reciprocal relationship , and a sense of place."** – students are connected to the workforce and local

employers community by the learning and connections that will be established through their work experience opportunities, and essentially, students will build a sense of place in the community and workforce.

### BIG IDEAS

Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery

Personal awareness and pathway options are developed through an inquiry mindset.

Understanding and applying one's personal rights and responsibilities as a worker builds a safer work environment for all

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Connect and Wonder</b></p> <ul style="list-style-type: none"> <li>Assess knowledge of self and identify personal areas of interest to explore options for work placement</li> </ul> <p><b>Explore and Investigate</b></p> <ul style="list-style-type: none"> <li>Identify transferrable skills specific to the work placement</li> <li>Access information and ideas on workplace safety prior to work placement to determine workplace safety risks</li> <li>Identify, demonstrate, and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement</li> </ul> <p><b>Experience and Develop</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of cultural sensitivity, workplace ethics and etiquette</li> <li>Demonstrate progression of skills learned specific to the work placement</li> </ul> <p><b>Reflect and Refine</b></p> <ul style="list-style-type: none"> <li>Document work experience to demonstrate required hours</li> <li>Engage in ongoing reflection and documentation of work experience as it relates to current and future pathways</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Workplace Safety</b></p> <ul style="list-style-type: none"> <li>occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and the rights and procedures to refuse unsafe work</li> <li>potential hazards in their occupation/industry sector</li> <li>workplace incident and accident response procedures and protocols</li> <li>injury prevention awareness</li> </ul> <p><b>Workplace Skills</b></p> <ul style="list-style-type: none"> <li>job search and interview skills for work experience</li> <li>essential skills for a continually changing labour market</li> <li>responsibilities and expectations associated with participating in a work experience placement</li> <li>general and site-specific workplace expectations</li> <li>Enhance students' existing job-readiness skills or provide opportunities for the development of new skills.</li> <li>Assist students with career and education planning.</li> </ul>

<p><b>Applied Technologies</b></p> <ul style="list-style-type: none"><li>• Choose, adapt, and if necessary, learn more about appropriate tools and technologies to use for tasks</li><li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li></ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"><li>• Demonstrate and document an awareness of precautionary and emergency safety procedures</li><li>• Develop competency and proficiency in skills at various levels involving manual dexterity and specialized area of focus</li><li>• Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them</li></ul>	<ul style="list-style-type: none"><li>• Provide students with an opportunity to acquire workforce training certificates that will be recognized by employers.</li><li>• Introduce students to a career or career sector, and the type of work involved in that career or career sector, through hands-on experience.</li><li>• Enhance students' existing interest in trades, technology, or other career areas.</li></ul>
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**Recommended Instructional Components:**

Direct Instruction	Brainstorming
Indirect Instruction	Logbook and Note taking
Mentoring	Self-Assessment
Interactive Work Experiences	Peer-Assessment
Group Work	

- In class training and certifications with a balance of the course to be directed by the student's choice of work experience and placement
- Experiential learning through field experiences, local employers, Industry leaders
- Acknowledging and providing various learning opportunities to match the various learning styles in the program
- Support students to illuminate their strengths and build supports to overcome any possible challenges
- Access prior learning or experiences- students working with family or friends in chosen field/ experience in courses- i.e., High School shop, volunteer work

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Summer Explore Your Career Options- based on the **"Know-Do- Understand curricula model"**:

1. **Assessment- is fair, transparent, meaningful, and responsive to all learners-** in the work experience paperwork students will have an opportunity for reflection and feedback from their work experience employer
2. **Focuses on all three components of the curriculum model-knowing, doing, understanding-** will be incorporated in the field experiences, certifications and in the work experience opportunity.
3. **Involves students in their learning-** student guide and select their career pathway exploration and will be able to individualize their learning while participating in a cohort style model
4. **Provides ongoing descriptive feedback-** through experiential learning opportunities- certifications, field experiences, work placements- various feedback from the teacher, industry experts, certification trainers will be discussed in conjunction with the student to mark personal growth, overcoming any challenges and overall learning markers.

**Learning Resources:**

- Occupational Level 1 First Aid Manual
- Post-secondary information on facilities and programs
- WorkSafeBC guidelines rights, roles, and responsibilities
- FOODSAFE Manual
- WHMIS Manual
- Background information on local employers and their business models
- Personality Dimension workbook
- Resume building
- “Job Seeking and Job Keeping Skills” Manual

# SCHOOL DISTRICT NO. 69 (QUALICUM)

## TRUSTEES' SCHEDULE OF MEETINGS 2025-2025

**Only the Public Regular and Special Board Meetings will be Recorded (R)**

AUGUST 2024			
27 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
27 (Tues)	Regular Board Meeting followed by Annual Elections of Chair/Vice Chair	Video-Conference (R)	6:00 pm
27 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	Video-Conference (R)	Post RBM
SEPTEMBER 2024			
16 (Mon)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
16 (Mon)	Policy Committee of the Whole	Video-Conference	1:00 pm
17 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
24 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
24 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
30	National Day of Truth and Reconciliation		
OCTOBER 2024			
14 (Mon)	Thanksgiving Day		
15 (Tues)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
15 (Tues)	Policy Committee of the Whole	Video-Conference	1:00 pm
15 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
22 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
22 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
NOVEMBER 2024			
11 (Mon)	Remembrance Day		
18 (Mon)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
18 (Mon)	Policy Committee of the Whole	Video-Conference	1:00 pm
19 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
	BCSTA Trustee Academy		
26 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
26 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
DECEMBER 2024			
10 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
10 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
Dec 23 – Jan 3	Winter Vacation Period		
JANUARY 2025			
20 (Mon)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
20 (Mon)	Policy Committee of the Whole	Video-Conference	1:00 pm
21 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
28 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
28 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
FEBRUARY 2025			
17 (Mon)	BC Family Day		
18 (Tues)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
18 (Tues)	Policy Committee of the Whole	Video-Conference	1:00 pm
18 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
25 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
25 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
MARCH 2025			
11 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
11 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
17-28	Spring Vacation Period		

# SCHOOL DISTRICT NO. 69 (QUALICUM)

## TRUSTEES' SCHEDULE OF MEETINGS 2025-2025

**Only the Public Regular and Special Board Meetings will be Recorded (R)**

<b>APRIL 2025</b>			
14 (Mon)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
14 (Mon)	Policy Committee of the Whole	Video-Conference	1:00 pm
15 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
15 (Tues)	Special Budget Board Meeting	Video-Conference (R)	6:00 pm
18 (Fri)	<i>Good Friday</i>		
21 (Mon)	<i>Easter Monday</i>		
22 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
22 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
<b>MAY 2025</b>			
19 (Mon)	<i>Victoria Day</i>		
<b>20 (Tues)</b>	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
<b>20 (Tues)</b>	Policy Committee of the Whole	Video-Conference	1:00 pm
20 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
27 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
27 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
<b>JUNE 2025</b>			
16 (Mon)	Finance & Operations Committee of the Whole	Video-Conference	10:30 am
16 (Mon)	Policy Committee of the Whole	Video-Conference	1:00 pm
17 (Tues)	Education Committee of the Whole	Video-Conference	2:30 pm
24 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
24 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
<b>AUGUST 2025</b>			
26 (Tues)	In Camera Board Meeting	Video-Conference	3:30 pm
26 (Tues)	Regular Board Meeting	Video-Conference (R)	6:00 pm
26 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair Following Regular Board Meeting	Video-Conference (R)	POST RBM

**Dates to Add:**

- 2025-26 Budget Process