



REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 26, 2022

6:00 PM

VIA ZOOM

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/64794344669?pwd=Zlp2Z3N1UGtVQWhVaFRZUEU3Y0VsQT09>

Meeting ID: 647 9434 4669

Passcode: 961900

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|---|---------|
| a. | Approval of Regular Board Meeting Minutes: March 8, 2022 | p 1-7 |
| b. | Ratification of In Camera Board Meeting Minutes: March 8, 2022 | p 8 |
| c. | Receipt of Ministry News Releases | |
| | • More funding will improve ventilation, upgrade schools for students | p 9-10 |
| | • More early childhood educators receive increased wages | p 11-13 |
| | • Thousands of BC families benefit from expansion of 10 a day childcare | p 14-16 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Early Years Table – Trustee Young | p 17 |
| | • Social Justice Working Group – Trustee Flynn | p 18 |
| | • Oceanside Health & Wellness Network – Trustee Young | p 19 |
| e. | Receipt of Status of Action Items – April 2022 | p 20 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 26, 2022, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

- a. **Qualicum Beach Cinema Society Proposal** *Peter Drummond/Emma Bircham*

6. BUSINESS ARISING FROM THE MINUTES

7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

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

9. **DISTRICT PARENTS ADVISORY COUNCIL**

10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**

11. **ACTION ITEMS**

a. **Capital Plan Bylaw**

p 21-22

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2022/23-CPSD69-01 at its Regular Board Meeting of April 26, 2022.

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. 2022/23-CPSD69-01 at its Regular Board Meeting of April 26, 2022.

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. 2022/23-CPSD69-01 at its Regular Board Meeting of April 26, 2022.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2022/23-CPSD69-01 at its Regular Board Meeting of April 26, 2022.

b. **2022/2023 Annual Budget Bylaw**

p 23-40

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2022/2023 fiscal year at its Regular Board Meeting of April 26, 2022.

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$61,749,067 for the 2022/2023 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$61,749,067 for the 2022/2023 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$61,749,067 for the 2022/2023 fiscal year.

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- c. 2022-2023 Local School Calendar** p 41
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2022-2023 Local School Calendar as presented.
- d. False Bay School Calendar** p 42
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2022-2023 False Bay School Calendar as presented.
- 12. INFORMATION ITEMS**
- a. Superintendent's Report** (Peter Jory)
b. Educational Programs Update (Gillian Wilson/Rudy Terpstra)
- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) p 43-44
- a. Request to RDN for Green School Initiative Grant Funding**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo requesting they continue to offer the Zero Waste Recycling Funding grant for the next 3-5 years to support the important work being done in participating SD69 schools through the Zero Waste initiative
- 14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young)
- a. Board Policy 802: Student Health – Common Medical Conditions** p 45-56
(previously numbered 8005)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 802: *Student Health – Common Medical Conditions* at its Regular Board Meeting of April 26, 2022.
- b. Board Policy 803: Scent Considerate Schools/Workplaces** p 57-62
(previously numbered 8007)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 803: *Scent Considerate Schools/Workplaces* at its Regular Board Meeting of April 26, 2022.
- c. Board Policy 804: Physical Restraint and Seclusion of Students** p 63-70
(previously numbered 8009)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of April 26, 2022.

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- d. **Board Policy 507: Programs of Choice and Academies (NEW)** p 71-73
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 507: *Programs of Choice and Academies* at its Regular Board Meeting of April 26, 2022.
- e. **Board Policy 703: Fees and Subsidies** p 74-76
(previously numbered 7010)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 703: *Fees and Subsidies* at its Regular Board Meeting of April 26, 2022.
- f. **Board Policy 708: Emergency Preparedness and Closures** p 77-81
(previously numbered 7155)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 708: *Emergency Preparedness and Closures* at its Regular Board Meeting of April 26, 2022.
- g. **Board Policy 801: Health and Safety of Employees in the Workplace** p 82-90
(previously numbered 8004)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 801: *Health and Safety of Employees in the Workplace* at its Regular Board Meeting of April 26, 2022.
- h. **Board Policy 706: Reporting of Suspected Child Abuse and Neglect** p 91-97
(previously numbered 7140)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 706: *Reporting of Suspected Child Abuse and Neglect* and its attendant Administrative Procedures at its Regular Board Meeting of April 26, 2022.
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Chair Flynn) p 98-99
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Report on BCSTA AGM** (Trustee Austin)
- b. **Climate Action Task Force Report** (Trustee Austin)
18. **NEW OR UNFINISHED BUSINESS**

19. BOARD CORRESPONDENCE AND MEDIA

a. SD69 Letters to Provincial and Federal Government Bodies p 100-103
re: Climate Action Resources Funding and Universal K-12 Food Program

b. Nanoose Bay Elementary Unveils New Accessible Playground Equipment p 104

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, MARCH 8, 2022
6:00 PM
VIA ZOOM

ATTENDEES

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Rudy Terpstra	Director of Instruction
Chris Dempster	General Manager of Operations
Heather MacLeod	Vice Principal, Nanoose Bay Elementary School Qualicum District Principals & Vice Principals Association (QDPVPA)

Education Partners

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

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the lands of the Coast Salish people and thanked the Snaw-Naw-As and Qualicum First Nations for allowing the Board to live, work and play on their lands.

She then noted that it was International Women's Day and asked for a moment of reflection in support of the people, especially the women, of Ukraine.

3. ADOPTION OF THE AGENDA

A Ministry news release and two Trustee Items were added to the agenda.

22-34R

Moved: Trustee Kurland *Seconded:* Trustee Godfrey

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: February 22, 2022
- b. Ratification of In Camera Board Meeting Minutes: February 22, 2022
- c. Approval of the Special Board Meeting Minutes – February 28, 2022
- d. Receipt of Ministry News Release
 - Families will save more on child care through Budget 2022
 - New grad requirement ensures students expand their knowledge about Indigenous perspectives, histories, cultures
- e. Receipt of Reports from Trustee Representatives
 - OBLT Early Years Table – Trustee Young
 - Oceanside Health & Wellness Network – Trustee Young
 - French Advisory Committee – Trustee Young
- f. Receipt of Status of Action Items – March 2021

22-35R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of March 8, 2022, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, President, commented on the following:

- Acknowledgement of international Women's Day. The theme of the day was #BreakTheBias and was a day which provided the opportunity to commit to eradicating gender bias and celebrating women's contributions to education and society while raising awareness against gender bias, stereotypes and discrimination.
- Local bargaining concluded on Friday, March 11th after 11 full days of bargaining and MATA appreciated the positive and respectful manner in which negotiations took place.

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

Sherrie Brown, President, commented on the following:

- Prayers to all the people in Ukraine and Russia, especially the children. The Union is awaiting word from its national partners on finding ways it can provide help and support.
- Appreciation to the Board as well as partner groups and parents for allowing the union a voice in the upcoming 2022-23 budget discussions and the calendar dates.
- Gratitude that the pandemic of the past 2 years is possibly coming to an end. It was an eye opener as to the importance of health and wellness and the union is grateful for the care shown over the past 2 years and looks forward to a healthy year ahead.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Angel Delange, President, commented on the following:

- Acknowledgement of International Women's Day
- Thoughts for both the Ukraine and Russian people who are suffering
- Appreciation for the special board meeting held February 28th to discuss the Long Range Facilities Planning.
- DPAC is investigating the creation of SD69 'SWAG' that would offer transferable spirit wear that crosses all district catchments to bring an enhanced sense of community across the district.
- Thanks to the Board for inviting two DPAC representatives as members to the Community Schools Working Group. The first meeting was held on Monday, March 7th.
- DPAC is working hard to secure some grant funding to purchase accessibility bikes for the district and left on site for some of the schools that have higher needs.

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

None

11. ACTION ITEMS**a. Trustee Elections – Cost Sharing Agreements**

Secretary Treasurer Amos noted that the district's practice is to partner with the local municipalities to have them conduct the trustee elections on the district's behalf and share the election costs on a pro-rata basis against the municipal elections. The anticipated cost of a full election with no acclamations will be included in the 2022-2023 annual budget.

22-36R

Moved: Trustee Flynn *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) ratify staff entering into a cost-sharing agreement with the City of Parksville for expenses associated with the 2022 election.

CARRIED UNANIMOUSLY

22-37R

Moved: Trustee Flynn *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the Town of Qualicum Beach for expenses associated with the 2022 election, if required.

CARRIED UNANIMOUSLY

22-38R

Moved: Trustee Flynn *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the Regional District of Nanaimo for expenses associated with the 2022 election, if required.

CARRIED UNANIMOUSLY

22-39R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the District of Lantzville for expenses associated with the 2022 election, if required.

CARRIED UNANIMOUSLY

12. INFORMATION ITEMS**a. Superintendent's Report**

Superintendent Jory reported on the following:

- Recognition of International Women's Day and the challenges that fellow citizens are facing around the world in this time of conflict and hopes for a swift conclusion to the Russia/Ukraine conflict.
- With Spring Break looming, reports from schools and departments are citing fulsome levels of engagement which will continue until Friday, March 14th.
- Student attendance has stabilized and has been near pre-COVID levels. Staff attendance has also stabilized and, while not at pre-COVID levels, it has returned to pre-Omicron levels.
- The district has received its supply of rapid antigen tests with secondary schools sending the 5-packs for families home with students. Due to the recent safety announcement, the elementary schools will be reaching out to parents with their own plans, which will be some version of a supervised sign-out at pick-up tables for parents.
- Following approval of the catchment changes, staff are reaching out to families who reside in those areas to inform them of the changes, identify their preferences and guide them through next steps.
- Oceanside Elementary School will be hosting an Open House after spring break to provide families with an opportunity to tour the school and learn more about its many opportunities, which includes both an English and French Immersion Track, and to meet the administrative team.
- All new Springwood Elementary School registrations are being placed on a waitlist and it is anticipated that the district can support parents with options shortly after spring break as well.
- Completion of bargaining with MATA and appreciation to everyone who participated, knowing this came with a significant time demand. Special appreciation for the Director of Human Resources for her leadership in organizing the bargaining sessions and speaking on the employer's behalf during the process.
- On March 4th the Ministry of Education announced the addition of an Indigenous course requirement to the graduation program for the 2023-2024 school year. While there was initially some concern regarding the tight timelines, it has been determined that the courses presently offered in SD69 (BC First Peoples 12, English First Peoples 11 and 12) will meet the requirement, with only nominal adjustments.
- A group of staff, politicians and volunteers met at Oceanside Elementary School on Saturday, February 26th to discuss concerns and potential solutions for traffic flow around the school at various times of the day. A number of attendees were given some tasks to complete or information to gather in preparation for a second meeting, which will likely occur by the end of April.

- Angel Delange, DPAC President, was invited by Trustee Young to share that she had successfully applied for \$17,885 through the Vision Zero in Road Safety Grant Program through DriveSmartBC. Stefan Yancey, Operations Manager of the Ministry of Transportation, has since approved the list of items the district wishes to purchase to encourage road safety near and on school grounds, so long as administration will commit to some placement requirements of those items.
- The Community Schools Working Group met for the first time on March 7th with discussion focussed on the definition of a community school, terms of reference, an upcoming trip to a community school in Port Alberni, and the need for a partnerships matrix to track all of the services that currently reside in the community in order to identify any possible gaps. The next meeting is scheduled for Monday, April 4th.
- Appreciation to all staff for their work in March in providing safe and engaging learning environments in all district sites.

b. Educational Programs Update

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

- The School Review process is underway to determine needs-based staffing and what other supports are needed in the classrooms. A common theme of concern at the elementary level (K-1) is speech and language skills, given that many of them have experienced 2 years of communicating with people who are masked and may also not have had the opportunity to attend preschool.

Trustee Austin inquired whether there were any studies underway on the effects of COVID on the young learners speech acquisition and how things like masking may have contributed to a different way of developing language skills. Nothing at this time; however, the Early Development Index process has just finished and that data will be provided in the fall. Parents can also complete the Childhood Experiences Questionnaire (CHEQ) survey which is provided through the University of BC's website.

- The Teaching & Learning team facilitated an Early Learning Framework (ELF) conversation for 25 Kindergarten teachers who worked on the ELF and explored storytelling. A guest educator from SD71 presented a workshop on oral language acquisition and what to do to set up manipulatives for children.

Trustee Young invited Ms. Wilson to attend the next OBLT Early Years Table to share the ELF information.

- The impact of poverty and trauma on families is coming up often from schools and the district will continue to work on understanding the brain and how it works and is affected by adverse childhood experiences. The Anxiety workshop arranged by DPAC was valuable and staff continue to identify what can be done to support having children back in school and to work with them through that anxiety.

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

- The district has received word that the Province, which is federally funded, has increased French funding to the district by 15%, which includes the French Immersion and French Second Language (SFL) programs.
- Appreciation for the continued learning occurring in schools with the most recent professional development day supported by the MATA keynote speaker with CUPE in attendance. Work in all schools continues to be focussed on learning as well as on students' disabilities. This recently resulted in a session led by the Tandy Gunn, Terri Morrison and Autumn Taylor on the topic of: Equity for Every Child, Every Day. It made him realize that the District is moving forward with an Equity agenda so that all students feel welcome here and that they belong. It is great when all parts of the organization are learning and focusing in the same direction.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

The next meeting is scheduled for Tuesday, April 19th.

14. POLICY COMMITTEE OF THE WHOLE REPORT

The next meeting is scheduled for Tuesday, April 19th.

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

The next meeting is scheduled for Tuesday, April 19th.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

a. Trustee Young apologized for her use of disrespectful language at the February 28th special board meeting. That was not the way she wanted to act or have as her legacy in the community as she has stood for issues that are the opposite of that type of behaviour and she believes in transparency and working together in a positive light.

b. Pete the Cat

Trustee Young announced that a '*Pete the Cat First Steps to School*' event will be held on Thursday, April 21st via appointment due to COVID. The event welcomes children and their parents to Kindergarten and all the community agencies have representatives on site to showcase what services and resources are available to families. Each of the elementary schools will also be holding a *Welcome to Kindergarten* session at the end of May or beginning of June to provide students with a gradual look at the school.

c. Vancouver Island School Trustees Association (VISTA) Spring Meeting

Trustee Young reported on the VISTA meeting held on Saturday March 5, 2022. The focus of the meeting was on the topic of Mental Health with a presentation by David Branirer, an award-winning counsellor and stand-up comic who himself suffers from bipolar. This led trustees into a deeper discussion on the role of mental health and breaking some barriers regarding the stigma associated with mental health challenges.

There was also a presentation from Fortis BC’s curriculum around climate change which had SD69 trustees thinking about the corporate sponsorship policy the bias of the Fortis BC curriculum materials. This resulted in a motion to write a letter to the Minister of Education regarding that type of material.

Trustee Young announced that trustees across BC will gather next at the AGM of the BC School Trustees Association in April. The theme will be: *From grief to medicine – moving forward with good hearts*. There will also be some student presentations.

c. Area F Official Community Plan (OCP)

Trustee Austin mentioned that the Regional District of Nanaimo (RDN) was seeking input on its Draft OCP for Area F (Coombs/Errington/Whiskey Creek/Meadowood) and has provided several different ways people can learn about the project and provide their feedback. She suggested that the Board meet to complete some of the workbooks which relate to a number of areas of interest to the district.

Any available trustees were encouraged to attend the March 15th zoom meeting hosted by the RDN. Trustee Austin will be participating as a member of the community as well as a trustee.

d. Administrative Retirement.

Chair Flynn acknowledged Chris Dempster, General Manager of Operations & Transportation, for his leadership, dedication and support over the past 7 years. He has made many contributions to the district in the areas of safety, sustainability and environmental change as well as being an advocate for board issues. She expressed appreciation on behalf of the Board and for all he has done for the district and wished him all the best in his retirement.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 6:57 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
MARCH 8, 2022
Via ZOOM

PARTICIPANTS:

Trustees

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

- Personnel
- Labour Relations
- Legal

No motions were presented for approval by the Board

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2022EDUC0008-000354
March 15, 2022

Ministry of Education

More funding will improve ventilation, upgrade schools for students

VICTORIA – More funding to improve schools through better ventilation, reduced emissions and increased accessibility is going to school districts around the province with annual capital programs that are creating safer, healthier schools and supporting CleanBC initiatives.

“Investments in schools are investments in student success, and we are putting more resources into buses, classrooms and schools so that students can thrive,” said Jennifer Whiteside, Minister of Education. “That’s why our government continues to deliver on our commitment to support school districts in upgrading and maintaining their schools to ensure students are learning in safe, healthy environments.”

The Government of B.C. is providing \$240.5 million in 2022-23 for school maintenance projects, which includes \$48.4 million to upgrade HVAC systems at 90 schools throughout the province. Since the start of the pandemic, the ministry has provided \$163.1 million in provincial and federal funding for HVAC upgrades, providing students with healthier places to learn.

This year, \$15 million will go to purchase at least 82 new school buses, including electric school buses. Additional funding is available through the Ministry of Energy, Mines and Low Carbon Initiatives for school districts that choose to purchase electric buses. This supports the Province’s CleanBC targets for public-sector organizations to reduce their greenhouse gas emissions by 40% by 2030 for vehicle fleets.

“Every zero-emission vehicle on the road, including large ones like buses that our schools and students rely on every day, means a reduction in harmful pollution, resulting in cleaner air, cleaner water and quieter streets,” said Bruce Ralston, Minister of Energy, Mines and Low Carbon Innovation. “We’re supporting and developing British Columbia’s EV sector, which creates good jobs in a growing industry, and supports our transition to a low-carbon economy.”

To further improve energy efficiency at B.C. schools, the Ministry of Education’s Carbon Neutral Capital Fund is providing \$23 million this year to support energy and electrical upgrades at 75 schools. This can also include funding for electric vehicle charging stations, allowing more districts to support CleanBC initiatives.

“We’re investing in better learning environments for students with more energy efficient, comfortable and healthy buildings that will reduce pollution and help fight climate change,” said George Heyman, Minister of Environment and Climate Change Strategy. “Through CleanBC, we’re building a cleaner, better B.C. for young peoples’ future by reducing emissions in schools while creating new opportunities in a net-zero emissions future.”

Investments in school maintenance are part of the Province’s work to ensure students have the best learning experience possible in safe, positive and well-maintained schools.

In addition to maintenance projects, the Province has invested more than \$2.6 billion in over 130 major school capital projects in the past four years, which includes 33 new or replacement schools throughout the Province.

To support this momentum, the Province will invest \$930 million in the coming year to continue building new and improved schools where they're needed in B.C.

Quick Fact:

- School districts that purchase electric school buses can receive additional funding of 33% up to \$150,000 per bus through the CleanBC Go Electric School Bus program.

Learn More:

For a backgrounder on provincial funding programs in support of B.C. public schools for 2022-23, visit: https://news.gov.bc.ca/files/2022_23_EDUC_Capital.pdf

Contact:

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

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

NEWS RELEASE

For Immediate Release
2022ECC0010-000500
April 6, 2022

Ministry of Education and Child Care

More early childhood educators receive increased wages

VICTORIA – Budget 2022 is making life better for more early childhood educators (ECEs) in British Columbia by expanding the wage enhancement to include all ECEs directly employed by child care facilities, including those in administrative positions.

“Investing in the people who deliver child care is investing in children, families and communities,” said Katrina Chen, Minister of State for Child Care. “We recognize the important role ECEs play in caring for children, and Budget 2022 takes further steps to ensure educators are well-supported through enhanced wages, in addition to bursaries and professional development opportunities that we are supporting with our federal partners.”

On April 1, 2022, the eligibility for these wage enhancements expanded to ensure more ECEs will benefit. Previously, the \$4-an-hour wage enhancement program was only available to front-line ECEs working directly with children. Budget 2022 is providing nearly \$80 million over the next three years to expand this enhancement to all ECEs directly employed by licensed child care programs, including Supported Child Development and Aboriginal Supported Child Development professionals with ECE certification.

“For me, the wage enhancement has made a major difference on my self-worth and self-esteem as an early childhood educator in Squamish,” said Carol Ann Misquitta, an ECE at Busy Bees In-home Multi-age Childcare. “After 15 years in the field as an educator providing essential, valuable, meaningful and intentional education to children, the wage enhancement was proof that the Province of B.C. finally recognizes and values my contribution to its economy and my community. The \$4-an-hour wage enhancement has made an incredible difference to retain more educators and, along with bursaries, it’s encouraging more ECEs to go back to school and become certified.”

In feedback to the Province, many ECEs indicated that, for many years, they didn’t receive the recognition and compensation they deserve for their role. This led to a staffing shortage throughout the province, making it harder for families to find the child care they need. Wage enhancements aim to help address these concerns and are part of the Province’s larger strategy to recruit and retain more people to this rewarding and in-demand career. In partnership with the Government of Canada, B.C. will also develop a professional wage grid for ECEs.

“The B.C. government has shown a clear understanding of the important role and value of ECEs for children, families, and communities in B.C.,” said Emily Gawlick, executive director, Early Childhood Educators of BC. “The wage enhancements are an integral step toward ensuring early childhood educators are recognized as professionals and more fairly compensated for their important work.”

The Province has provided three wage enhancements to ECEs since the launch of the ChildCareBC plan in 2018, with the latest increase doubling the current wage enhancement to \$4 an hour, retroactive to September 2021. Child care providers received the retroactive lump sum payment in March and have 30 days to distribute it to early childhood educators that qualified for the wage enhancement prior to the expanded eligibility.

Since 2018, the Province has invested more than \$93 million to provide early childhood educators with a wage enhancement. In 2021-22, more than 10,000 ECEs received the wage enhancement each month.

Learn More:

To read Budget 2022, Stronger Together, visit: <https://www.bcbudget.gov.bc.ca/2022/>

For more about ChildCareBC, visit: www.gov.bc.ca/childcare

A backgrounder follows.

Contact:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

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

BACKGROUND

For Immediate Release
2022ECC0010-000500
April 6, 2022

Ministry of Education and Child Care

ECE recruitment, retention and training through ChildCareBC

- Recognizing that a professional, qualified and well-supported workforce is foundational to delivering quality child care, in addition to enhancing pay, Budget 2022 includes funding to help recruit and retain ECEs by:
 - adding 390 more ECE seats at post-secondary institutions over the next three years (in addition to having already more than doubled the number of seats since 2018); and
 - expanding the Dual Credit Program to allow about 150 students in Grades 11 and 12 to begin their ECE post-secondary training, while earning credits to graduate.
- Since the launch of the ECE recruitment and retention strategy as part of the 10-year ChildCareBC plan in 2018, the Province has made progress to ensure ECEs receive the training, support, compensation and recognition they deserve, by:
 - providing more than 10,000 bursaries to support nearly 6,000 ECE students;
 - creating 1,150 new ECE student spaces at public post-secondary institutions;
 - enhancing ECE wages by \$4 an hour; and
 - changing legislation to improve oversight and reduce barriers to certification.
- ECEs have been added to the B.C. Provincial Nominee Program (PNP) Skills Immigration Stream, which prioritizes ECEs on their path to permanent residency and supports employers to meet workforce needs.

Contact:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

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

NEWS RELEASE

For Immediate Release
2022ECC0012-000523
April 8, 2022

Ministry of Education and Child Care

Thousands of B.C. families benefit from expansion of \$10 a Day ChildCareBC

VANCOUVER – Thousands of families are seeing dramatic savings on the cost of child care with 84 more \$10 a Day ChildCareBC sites available throughout the province.

“We believe child care should be a core service that families can count on when they need it, at a price they can afford,” said Katrina Chen, Minister of State for Child Care. “We’ve heard from families that receiving \$10 a Day child care is life changing. That’s why, as part of our ChildCareBC plan, we’ve committed to making low-cost child care a reality for families.”

Under Budget 2021, the Province committed to expanding the number of \$10 a Day spaces in B.C. by converting 3,750 licensed child care spaces into low-cost spaces for families. The B.C. government has now surpassed this goal by creating 4,015 \$10 a Day spaces for families in communities throughout B.C.

One of the \$10 a Day ChildCareBC providers is Dorothy Lam Children’s Centre in Vancouver. The centre is now providing \$10 a Day child care for as many as 142 families at a maximum of \$200 a month per child.

“This was fantastic news to share. I’m so pleased for families and especially for mothers who now have more choice and flexibility to continue with their careers,” said Bernice Scholten, CEO, Vancouver Society of Children’s Centres, which includes Dorothy Lam Children’s Centre. “I see these reduced child care fees as the start of significant change for the child care sector overall, bringing all families one step closer to quality, affordable and accessible child care.”

Leah Zielinski, a parent receiving \$10 a Day child care, said: “We went out for a celebratory dinner after learning we would be receiving \$10 a Day child care at Dorothy Lam. It is a huge win for my family. We are now paying \$200 a month for full-time child care for my four-year-old daughter instead of \$1,200 a month. This is such a relief for so many families, especially after a few years of the pandemic, and it's an even bigger deal for families who have more than one child in in full-time child care.”

This expansion more than doubles the number of \$10 a Day ChildCareBC spaces available for families, from 2,500 when the program began in 2018 to more than 6,500 spaces. By partnering with the Government of Canada through the Canada-Wide Early Learning and Child Care Agreement, \$10 a Day ChildCareBC spaces will nearly double again to 12,500 by December 2022.

In addition to the \$10 a Day sites, tens of thousands of parents are saving as much as \$1,600 a month per child, through other child care investments such as the Child Care Fee Reduction Initiative and the Affordable Child Care Benefit. In partnership with the federal government, the average rate of child care will be reduced by 50% from 2019 levels for children five and

younger by the end of this year.

Quick Facts:

- Government has finalized agreements with 84 child care providers from the fall 2021 application intake to become a \$10 a Day site.
- Since 2018, the Province has converted more than 130 \$10 a Day ChildCareBC sites throughout B.C., offering more than 6,500 spaces.
- Since 2018, the Province has invested \$2.7 billion in ChildCareBC to provide affordable, quality and inclusive child care throughout B.C., including nearly \$900 million in direct savings to parents.
- In 2021-22, fee reductions have been approved for more than 68,800 child care spaces at more than 3,600 child care facilities in B.C. through the Child Care Fee Reduction Initiative.
- More than 30,000 child care spaces receive support through the Affordable Child Care Benefit every month. Parents making less than \$45,000 can receive 100% funding and those making as much as \$111,000 can receive partial funding.

Learn More:

For more information on the \$10 a Day ChildCareBC sites and spaces, visit:

www.gov.bc.ca/childcare10aDaysites

For more information on ChildCareBC, visit: www.gov.bc.ca/childcare

For details on expanded \$10 a Day ChildCareBC spaces throughout

B.C.: https://news.gov.bc.ca/files/BG_ECC_10_a_day_sites.pdf

A backgrounder follows.

Contact:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

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

BACKGROUND

For Immediate Release
2022ECC0012-000523
April 8, 2022

Ministry of Education and Child Care

B.C.'s Universal Child Care Prototype sites rebrand, expand

The Universal Child Care Prototype Site program began in 2018 when the Province approved more than 50 Universal Child Care Prototype Sites through its Canada-British Columbia Early Learning and Child Care Agreement with the Government of Canada.

Funding through this partnership allowed the Province to convert approximately 2,500 licensed child care spaces, with a priority on infant and toddler care, into low-cost spaces at existing child care facilities.

The initial spaces converted to \$10 a Day were called prototypes because their goal was to help the Province understand the best way to provide funding to child care operators in the long term, reduce fees for parents and ensure that child care professionals are well compensated.

Now referred to as \$10 a Day ChildCareBC sites for the expansion, through provincial funding, 84 child care sites in B.C. have signed agreements with the Province to become \$10 a Day ChildCareBC sites.

All licensed child care providers were eligible and invited to apply for this latest \$10 a Day ChildCareBC expansion in summer and fall of 2021. Priority was given to:

- non-profit/public organizations;
- Indigenous-led providers;
- child care based in municipal/community centres;
- child care on school grounds;
- home-based child care; and
- child care in locations where \$10 a Day providers are not already available.

Contact:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Early Years Table
Meeting Location: Zoom
Meeting Time: Noon April 7, 2022

Mission Statement:

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

Our Vision:

Thriving children, families and community

Our Goals:

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

Attendance: OBLT, SD69, Island Health, ACRA, SOS, Parent Support Services, Pacific Care, Metis Nation of BC Family Connection,

Indigenous Acknowledgment:

First 2000 days/Child and Youth Wellness Action Group (OHWN) Update:

- Working on the development of brain building activities for families.

Pete the Cat --- Steps to Kindergarten

- Much excitement and details of activities for Pete the Cat
- April 21 – at the pond and the foyer at the Ice Rink 2:30 to 7:30
- This event is designed for those who are attending kindergarten next year. Community Partners usually provide materials and activities. Children go to different stations to gather materials and take part in activities. One station is a Grocery store.
- This year pre-registration is required and there will be 2 sessions and could have up to 100 per session.
- This will be followed up in May and June with SD69 sponsored school wide events to welcome our new learners. Current Kindergarten students will make book bags for incoming Kindergarteners.

Childcare and ELCCO Update:

- Note that Childcare has come under the control of the Ministry of Education. Don't know yet what that means on the ground.
- We will be expanding the number of spaces at Arrowview Kids Club, staying with the programs at Errington Elementary and are looking at other sites for expansion of childcare on school grounds.
- Note that childcare will be one of the topics at the continuing facilities review in SD 69.

Next Meeting

- April 21 at Pete the Cat will be the next event
- May 5 at noon for our next meeting.



SD69 QUALICUM

Social Justice Working Group Notes Thursday, April 14, 2022 VIA ZOOM 8:30 a.m.

Mandate:

To establish a safe environment for the discussion of social justice.

To provide an initial action plan.

To work collaboratively with current social justice advocates in furthering the education of all community members toward a just and equitable society

Upcoming Possible Events – Calendars and Resources

- BCTF Social Justice -- <https://www.bctf.ca/advocacy-issues/social-justice>
- Employer Social Justice Calendar -- <https://www.diversityemployer.com/diversity-and-inclusion-calendar-2022>
- Multicultural Calendar -- <https://canada.multiculturalcalendar.com/>
- Other Resources folks have found useful

Acknowledgement of Traditional Territories

Presentations:

1. **École Oceanside Elementary School (ÉOES) - Gender- Neutral Washrooms**
Lesley LaCouvée, Principal; Aleks Tremblay, Melanie Vogels (teachers), and Melina Pajor (CYCW) of ÉOES, introduced an initiative of the Genders & Sexualities Alliances (GSA) student group and provided information on the financial support being sought in the amount of \$5,000 from the BC Teachers Federation's Social Justice Initiatives Grant. This would see the re-purposing of an existing washroom next to the medical room with a door and appropriate signage. Aleks noted that this "is essential for some students but beneficial for all students". This discussion has also prompted SOGI related topics to be part of the French Immersion Speech competition.
2. **Kwalikum Secondary School (KSS) - SOGI**
Heather Deering, Vice Principal, shared that two youth attended the provincial SOGI Youth Forum held on March 31st. In the forum they discussed interests, curiosities, and what was and wasn't working in schools. They also discussed sex education, how to use gender neutral pronouns, and confidentiality. A few years ago, previous members of the Gender Sexual Alliance (GSA)KSS Team had made a presentation to staff on pronoun use. The current social justice group is going to add/edit this presentation to include new information and share with our current staff.

Project Updates:

1. The Indigenous Equity Scan will have a district wide meeting on April 21 to report out on school goals around equity prompted by their learning at the Pro-D session held on February 7 with Carolyn Roberts.

Items for Discussion

1. **Coaching for Equity** – P/VP book club for this year. Very informative and challenging questions at the end of each chapter provide for good reflection
2. **Raj Dhasi, Turning Point Resolutions Inc.** – difficult conversations with equity in mind allows us to take risks but hold ourselves accountable. As a district we have "disrespectful" incidents. We need to deal with the discomfort and accept responsibility.

Next Meeting: June 9th at 8:15 am - Topic: YDI Review of Data – Gr 11 Student Response



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Health and Wellness Network
Meeting Location: Zoom
Meeting Time: April 14 @ 10 AM

Territorial Acknowledgement and Check in Round

Long Range Planning

First of two planned sessions was held on March 22 and reports from those sessions were received for further distribution to those attending. Next session is TBD

Draft Strategic Goals for next five years include:

1. The Network has the governance, structure and capacity to optimize its performance.
2. OHWN understands the health status of the community and has set priorities to address the most pressing needs.
3. OHWN will have the relationships, resources and processes in place to address community priorities.
4. Network members and the community at large understand and support OHWN.

Clear objectives have been identified for each strategic goal.

Other Activities this month

1. OHWN annual report will be available. This report provides a history, context and plan for our work.
2. Action Tables (Seniors' Action Group and Child and Youth Wellness Group) will be meeting in the next week.
3. Spring newsletter is in preparation and will be sent to members soon.
4. Table at the Oceanside Health and Wellness Fair on May 7 at the Qualicum Beach Civic Centre.

Upcoming in the late summer/early fall

1. Community Engagement Session to set focus and work groups to fulfill the Long-range Plans.

The Oceanside Health and Wellness Network is open to anyone interested in health in the Oceanside area. For more information, contact Elaine or come and see us at the Health Fair.

Next Meeting of the Circle of Partners is May 19 at 3:00 PM

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

Action Item	Responsibility	Status	Proposed Deadline
<p>THAT the Board of Education of School District 69 (Qualicum) begin the process of creating a “zero carbon” educational site in School District 69. The process would include, but not be limited to:</p> <ul style="list-style-type: none"> • Analysis of Prism data and recommendations • Identification of a site for this pilot project, possibly new construction, renovation or retrofits to existing buildings. • Costing and potential funding and financing options. • Educational opportunities for students, staff and the community <p>Though one site may be identified as a zero carbon project, retrofits and renovations going forward at all sites would work towards being zero carbon ready. The long term goal is the creation of all learning sites to be zero carbon</p>	Board/Senior Staff		Ongoing
<p>Community Schools Working Group (October 26, 2021) THAT the Board of Education of School District 69 (Qualicum) direct senior staff to undertake Step 1: Community Schools Working Group as described in the previous Superintendent’s report to the Board dated June 22, 2021</p>	Senior Staff	Consideration being given as to the structure of the working group. The first meeting of the new working group was held on March 7, 2022	Ongoing
<p>Use of Common Space for Artwork - March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	The latest joint use agreement for the PCTC allows for the mechanism to include student artwork in the lobby area. As COVID restrictions ease, the committee can meet to review what is placed on the walls and invite students to submit artwork for consideration.	
<p>Climate Action Symposium - December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	This was to be a student lead symposium which was not able to take place due to the pandemic. The Climate Action Task Force may decide to move forward with planning of a symposium at a future date.	TBD

CAPITAL BYLAW NO. 2022/23-CPSD69-01
CAPITAL PLAN 2022/23

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2022, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No.2022/23-CPSD69-01.

READ A FIRST TIME THE 26th DAY OF APRIL 2022;
READ A SECOND TIME THE 26th DAY OF APRIL 2022;
READ A THIRD TIME, PASSED THE 26th DAY OF APRIL 2022

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2022/23-CPSD69-01 adopted by the Board the 26th DAY OF APRIL 2022.

Secretary-Treasurer

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

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Ecole Secondaire Ballenas Secondary	SEP - HVAC Upgrades	\$940,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Bowser Elementary	CNCP - Electrical Upgrades	\$218,500	Proceed to design, tender & construction. To be completed by March 31, 2023.
Springwood Elementary	CNCP - Energy Systems Upgrade	\$218,500	Proceed to design, tender & construction. To be completed by March 31, 2023.
Ecole Secondaire Ballenas Secondary	CNCP - Energy Systems Upgrade	\$220,000	Proceed to design, tender & construction. To be completed by March 31, 2023.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A4692	C (70-75) with 0 wheelchair space(s)	\$158,232	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2022/23 fiscal year as listed above.

2022/23 Budget Pressures summary (from Public presentation, values represent the estimated costs)

Revenue/Surplus related

2021/22 Deficit	804,000	reduce by 50% ->	402,000	
Operating revenue reduction		50.0 FTE less ->	307,308	
International revenue	700,000	Net of ISP costs ->	<u>(400,000)</u>	309,308 Loss in revenues

Expenses

Board election	One time costs	50,000	
Benefit cost escalation	On going	50,000	
Supply cost escalation	On going	80,000	
Software and Licensing	Increasing district costs	54,000	
Strategic Planning	Capacity Building/FESL/Collaboration	110,000	see table
District initiatives	IT Support/Helpdesk	80,000	
Board priorities	Retirement committee work	5,000	
District initiatives	Mental Health	55,000	
School based Clerical	Review allocations for enrolment	80,000	
Safety supplies	Earthquake supplies	<u>30,000</u>	<u>594,000</u> Add'l costs
	Total Budget shortfall		<u><u>903,308</u></u>

Adjustments for enrolment

Teaching - Classroom	(3.00)	(318,000)	
Teaching - Alternate/Online	(5.00)	(530,000)	
Teaching - Couns/LST	1.60	169,600	
Educational Assistants	(3.00)	<u>(183,762)</u>	
Staffing Adjustments	Enrolment and program based reductions		(862,162)
Program supply accounts	Program based reductions		<u>(80,000)</u>
	Total Budget response		<u><u>(942,162)</u></u>

Table: Strategic Planning	
10,000	Analytics Training
5,000	PVP Summer Pro-D (Planning for Impact)
15,000	Follow-Up Coaching and Support
40,000	School Planning Release Time
	10x3x4x500x.5= 30000
	2x3x6x500x.5= 10000
15,000	Equity Scan (4 meetings)
15,000	Strategic Planning Large Group Sessions (2)
10,000	Publications and Media
<u>110,000</u>	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2022-23 Budget Summary

4/20/2022

	2021/22	2022/23		
	Amended Budget	Annual Budget	Difference	Comment
REVENUE				
PROVINCIAL GRANTS				
Operating Grant	45,792,277	45,577,501	-214,776	grant reduced
Other MOE Grants-Transportation fund	426,341	426,341	0	
Other MOE Grants-Pay Equity	936,176	936,176	0	
Other MOE Grants-Misc	50,000	0	-50,000	grant reduced
TOTAL MINISTRY OF ED GRANTS	47,204,794	46,940,018	-264,776	
OTHER REVENUES				
Other Provincial Revenues	150,000	150,000	0	
Offshore Tuition	3,000,000	3,700,000	700,000	incr in program
Miscellaneous	140,000	140,000	0	
Rental and Leases	600,000	600,000	0	
Investment Income	120,000	120,000	0	
TOTAL OTHER REVENUE	4,010,000	4,710,000	700,000	
TOTAL REVENUES	51,214,794	51,650,018	435,224	
EXPENDITURES				
SALARIES AND BENEFITS				
Teachers	20,030,109	19,551,359	-478,750	adj for enrolment
Principals and Vice Principals	3,495,970	3,495,967	-3	
Educational Assistants	3,729,695	3,630,690	-99,005	adj for enrolment
Support Staff	5,388,964	5,444,412	55,448	add'l clerical
Other Professionals	1,786,335	1,790,244	3,909	adj for Ops
Substitutes	1,725,708	1,765,662	39,954	release time
Benefits	9,365,833	9,341,930	-23,903	
TOTAL SALARIES AND BENEFITS	45,522,614	45,020,264	-502,350	
Benefits as a % of Total Salaries	25.9%	26.2%		
SUPPLIES AND SERVICES				
Services	2,684,268	3,140,268	456,000	ISP/Dist init/Elect
Training and Travel	543,085	543,085	0	
Rental and Leases	5,000	5,000	0	
Dues and Fees	71,000	71,000	0	
Insurance	164,000	164,000	0	
Supplies	1,650,652	1,702,402	51,750	S/W licensing/Dist init
Utilities	961,000	986,000	25,000	incr costs
Capital Equipment	418,550	418,550	0	
TOTAL SUPPLIES AND SERVICES	6,497,555	7,030,305	532,750	
TOTAL EXPENDITURES	52,020,169	52,050,569	30,400	
NET REVENUE (EXPENDITURE)	-805,375	-400,551	404,824	
Budgeted Use of Surplus	805,375	400,551	-404,824	
Surplus (Deficit), for the Year	0	0	0	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2022-23 Budget Summary

4/20/2022

	2021/22	2022/23		
	Amended Budget	Annual Budget	Difference	Comment
<u>INSTRUCTION</u>				
Regular Instruction	24,208,898	23,897,055	-311,843	adj for enrolment
Career Programs	584,879	501,634	-83,245	adj for enrolment
Library Services	1,091,455	1,091,419	-36	
Counselling	1,026,931	1,026,934	3	
Special Education	7,387,810	7,208,825	-178,985	adj for enrolment
English as a Second Language	96,450	96,450	0	
Aboriginal Education	764,061	755,565	-8,496	
School Administration	3,824,593	3,895,864	71,271	add'l clerical
Continuing Education	0	0	0	
Off Shore Students	2,510,368	2,760,379	250,011	ISP prog incr
Other	50,857	50,857	0	
Function 1 - Instruction	41,546,302	41,284,982	-261,320	
<u>DISTRICT ADMINISTRATION</u>				
Educational Administration	727,240	727,240	0	
School District Governance	217,548	271,404	53,856	election
Business Administration	1,429,197	1,475,410	46,213	SW/training
Function 4 - District Administration	2,373,985	2,474,054	100,069	
<u>OPERATIONS AND MAINTENANCE</u>				
Operations and Maintenance Admin	576,802	620,343	43,541	earthquake supplies
Maintenance Operations	3,923,131	4,042,900	119,769	Helpdesk/SW licensing
Maintenance of Grounds	328,300	328,264	-36	
Utilities	1,066,000	1,066,000	0	
Capital Equipment	418,550	418,550	0	
Function 5 - Operations and Maint	6,312,783	6,476,057	163,274	
<u>TRANSPORTATION AND HOUSING</u>				
Transportation and Housing Admin	163,138	165,906	2,768	
Student Transportation	1,605,961	1,609,570	3,609	
Housing/Boarding	18,000	40,000	22,000	
Function 7 - Transportation and Housing	1,787,099	1,815,476	28,377	
TOTAL FUNCTION 1-7	52,020,169	52,050,569	30,400	

Annual Budget

School District No. 69 (Qualicum)

June 30, 2023

School District No. 69 (Qualicum)

June 30, 2023

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act*").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$61,749,067 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 26th DAY OF APRIL, 2022;

READ A SECOND TIME THE 26th DAY OF APRIL, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF APRIL, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Annual Budget Bylaw 2022/2023, adopted by the Board the 26th DAY OF APRIL, 2022.

Secretary Treasurer

School District No. 69 (Qualicum)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,379,000	4,428,063
Adult	3,000	2,750
Total Ministry Operating Grant Funded FTE's	<u>4,382,000</u>	<u>4,430,813</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education	52,738,643	53,322,713
Other	150,000	150,000
Tuition	3,700,000	3,000,000
Other Revenue	1,090,000	1,167,000
Rentals and Leases	600,000	600,000
Investment Income	120,000	120,000
Amortization of Deferred Capital Revenue	2,521,802	2,545,960
Total Revenue	<u>60,920,445</u>	<u>60,905,673</u>
Expenses		
Instruction	46,984,423	47,788,608
District Administration	2,474,055	2,373,985
Operations and Maintenance	9,491,358	9,123,022
Transportation and Housing	2,380,681	2,360,151
Total Expense	<u>61,330,517</u>	<u>61,645,766</u>
Net Revenue (Expense)	<u>(410,072)</u>	<u>(740,093)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	400,551	805,375
Budgeted Surplus (Deficit), for the year	<u>(9,521)</u>	<u>65,282</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(9,521)	65,282
Budgeted Surplus (Deficit), for the year	<u>(9,521)</u>	<u>65,282</u>

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	51,632,019	51,601,619
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	5,998,625	6,544,919
Capital Fund - Total Expense	3,699,873	3,499,228
Total Budget Bylaw Amount	61,749,067	62,064,316

Approved by the Board

Signature of Chairperson of the Board _____ Date _____
Signature of Superintendent _____ Date _____
Signature of Secretary/Treasurer _____ Date _____

DRAFT

School District No. 69 (Qualicum)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2023

	2023 Annual Budget \$	2022 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>(410,072)</u>	<u>(740,093)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(418,550)</u>	<u>(418,550)</u>
Total Acquisition of Tangible Capital Assets	<u>(418,550)</u>	<u>(418,550)</u>
Amortization of Tangible Capital Assets	<u>2,949,873</u>	<u>2,899,228</u>
Total Effect of change in Tangible Capital Assets	<u>2,531,323</u>	<u>2,480,678</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u>2,121,251</u>	<u>1,740,585</u>

School District No. 69 (Qualicum)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	46,940,018	47,204,794
Other	150,000	150,000
Tuition	3,700,000	3,000,000
Other Revenue	140,000	140,000
Rentals and Leases	600,000	600,000
Investment Income	120,000	120,000
Total Revenue	51,650,018	51,214,794
Expenses		
Instruction	41,284,981	41,546,302
District Administration	2,474,055	2,373,985
Operations and Maintenance	6,057,507	5,894,233
Transportation and Housing	1,815,476	1,787,099
Total Expense	51,632,019	51,601,619
Net Revenue (Expense)	17,999	(386,825)
Budgeted Prior Year Surplus Appropriation	400,551	805,375
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(418,550)	(418,550)
Total Net Transfers	(418,550)	(418,550)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	45,577,501	45,792,277
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Student Transportation Fund	426,341	426,341
Support Staff Benefits Grant		32,384
FSA Scorer Grant		8,187
Equity Scan		9,429
Total Provincial Grants - Ministry of Education	46,940,018	47,204,794
Provincial Grants - Other	150,000	150,000
Tuition		
International and Out of Province Students	3,700,000	3,000,000
Total Tuition	3,700,000	3,000,000
Other Revenues		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	90,000
Total Other Revenue	140,000	140,000
Rentals and Leases	600,000	600,000
Investment Income	120,000	120,000
Total Operating Revenue	51,650,018	51,214,794

School District No. 69 (Qualicum)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	19,551,359	20,030,108
Principals and Vice Principals	3,495,967	3,495,970
Educational Assistants	3,630,690	3,804,695
Support Staff	5,444,412	5,313,964
Other Professionals	1,790,244	1,786,335
Substitutes	1,765,662	1,725,708
Total Salaries	35,678,334	36,156,780
Employee Benefits	9,341,930	9,365,834
Total Salaries and Benefits	45,020,264	45,522,614
Services and Supplies		
Services	3,140,268	2,684,268
Student Transportation		-
Professional Development and Travel	543,085	543,085
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	66,000
Insurance	164,000	164,000
Supplies	1,702,402	1,655,652
Utilities	986,000	961,000
Total Services and Supplies	6,611,755	6,079,005
Total Operating Expense	51,632,019	51,601,619

School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	16,160,777	1,101,622		6,396		909,518	18,178,313
1.03 Career Programs	87,042			42,356			129,398
1.07 Library Services	547,713	35,974		264,234			847,921
1.08 Counselling	818,921						818,921
1.10 Special Education	1,546,877	168,006	3,341,405	25,580	69,483	368,808	5,520,159
1.30 English Language Learning	76,297						76,297
1.31 Indigenous Education	89,048	136,700	289,285	25,580			540,613
1.41 School Administration		1,769,654		1,188,237		76,739	3,034,630
1.62 International and Out of Province Students	224,684	140,361		28,070	247,110		640,225
1.64 Other					40,873		40,873
Total Function 1	19,551,359	3,352,317	3,630,690	1,580,453	357,466	1,355,065	29,827,350
4 District Administration							
4.11 Educational Administration		143,650		11,375	388,542		543,567
4.40 School District Governance					112,014		112,014
4.41 Business Administration				314,434	623,280	3,000	940,714
Total Function 4	-	143,650	-	325,809	1,123,836	3,000	1,596,295
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				59,789	244,856	500	305,145
5.50 Maintenance Operations				2,333,673		326,782	2,660,455
5.52 Maintenance of Grounds				176,530			176,530
5.56 Utilities							-
Total Function 5	-	-	-	2,569,992	244,856	327,282	3,142,130
7 Transportation and Housing							
7.41 Transportation and Housing Administration				55,510	64,086	500	120,096
7.70 Student Transportation				912,648		79,815	992,463
7.73 Housing							-
Total Function 7	-	-	-	968,158	64,086	80,315	1,112,559
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	19,551,359	3,495,967	3,630,690	5,444,412	1,790,244	1,765,662	35,678,334

School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,178,313	4,677,753	22,856,066	1,040,985	23,897,051	24,208,898
1.03 Career Programs	129,398	32,355	161,753	339,880	501,633	584,879
1.07 Library Services	847,921	214,799	1,062,720	28,700	1,091,420	1,091,455
1.08 Counselling	818,921	208,013	1,026,934		1,026,934	1,026,931
1.10 Special Education	5,520,159	1,617,666	7,137,825	71,000	7,208,825	7,387,810
1.30 English Language Learning	76,297	20,153	96,450		96,450	96,450
1.31 Indigenous Education	540,613	139,285	679,898	75,668	755,566	764,061
1.41 School Administration	3,034,630	753,437	3,788,067	107,800	3,895,867	3,824,593
1.62 International and Out of Province Students	640,225	166,352	806,577	1,953,800	2,760,377	2,510,368
1.64 Other	40,873	9,985	50,858		50,858	50,857
Total Function 1	29,827,350	7,839,798	37,667,148	3,617,833	41,284,981	41,546,302
4 District Administration						
4.11 Educational Administration	543,567	111,673	655,240	72,000	727,240	727,240
4.40 School District Governance	112,014	14,051	126,065	145,340	271,405	217,548
4.41 Business Administration	940,714	219,496	1,160,210	315,200	1,475,410	1,429,197
Total Function 4	1,596,295	345,220	1,941,515	532,540	2,474,055	2,373,985
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	305,145	72,898	378,043	242,300	620,343	576,802
5.50 Maintenance Operations	2,660,455	702,963	3,363,418	679,482	4,042,900	3,923,131
5.52 Maintenance of Grounds	176,530	48,734	225,264	103,000	328,264	328,300
5.56 Utilities	-	-	-	1,066,000	1,066,000	1,066,000
Total Function 5	3,142,130	824,595	3,966,725	2,090,782	6,057,507	5,894,233
7 Transportation and Housing						
7.41 Transportation and Housing Administration	120,096	27,710	147,806	18,100	165,906	163,138
7.70 Student Transportation	992,463	304,607	1,297,070	312,500	1,609,570	1,605,961
7.73 Housing	-	-	-	40,000	40,000	18,000
Total Function 7	1,112,559	332,317	1,444,876	370,600	1,815,476	1,787,099
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	35,678,334	9,341,930	45,020,264	6,611,755	51,632,019	51,601,619

School District No. 69 (Qualicum)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	5,048,625	5,517,919
Other Revenue	950,000	1,027,000
Total Revenue	<u>5,998,625</u>	<u>6,544,919</u>
Expenses		
Instruction	5,699,442	6,242,306
Operations and Maintenance	199,383	195,141
Transportation and Housing	99,800	107,472
Total Expense	<u>5,998,625</u>	<u>6,544,919</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			600,371						
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,383	155,134		96,000	19,600	97,565	391,995	400,019	3,556,907
Other	199,383	155,134	1,000,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Less: Allocated to Revenue	199,383	155,134	950,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Deferred Revenue, end of year	-	-	650,371	-	-	-	-	-	-
Revenues	199,383	155,134	950,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Provincial Grants - Ministry of Education	199,383	155,134	950,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Other Revenue									
Expenses									
Salaries									
Teachers									2,845,600
Principals and Vice Principals									
Educational Assistants	162,175	124,500				35,974	215,565	175,000	
Support Staff								145,000	
Other Professionals	162,175	124,500				35,974	40,872	320,000	2,845,600
Employee Benefits	37,208	30,634				7,242	68,583	80,019	711,307
Services and Supplies	199,383	155,134	950,000	96,000	19,600	54,349	66,975	400,019	3,556,907
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2023

Deferred Revenue, beginning of year					
Add: Restricted Grants					
Provincial Grants - Ministry of Education	99,800		32,222		5,016,403
Other	99,800	-	-		1,000,000
	99,800		32,222		6,016,403
Less: Allocated to Revenue					
Deferred Revenue, end of year	-	-	-		5,998,625
Revenues					
Provincial Grants - Ministry of Education	99,800		32,222		5,048,625
Other Revenue	99,800		32,222		950,000
Expenses					
Salaries					
Teachers					2,845,600
Principals and Vice Principals					35,974
Educational Assistants			23,500		538,565
Support Staff	84,345				391,520
Other Professionals	84,345		23,500		40,872
Employee Benefits	15,455		8,722		959,170
Services and Supplies	99,800		32,222		1,186,924
					5,998,625
Net Revenue (Expense)	-	-	-		-

School District No. 69 (Qualicum)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	750,000		750,000	600,000
Amortization of Deferred Capital Revenue	2,521,802		2,521,802	2,545,960
Total Revenue	3,271,802	-	3,271,802	3,145,960
Expenses				
Operations and Maintenance	750,000		750,000	600,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,484,468		2,484,468	2,433,648
Transportation and Housing	465,405		465,405	465,580
Total Expense	3,699,873	-	3,699,873	3,499,228
Net Revenue (Expense)	(428,071)	-	(428,071)	(353,268)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	418,550		418,550	418,550
Total Net Transfers	418,550	-	418,550	418,550
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(9,521)	-	(9,521)	65,282



DRAFT Local School Calendar 2022 – 2023

Designation	2022-2023
Days in Session	186
Days of Instruction	178
Instructional Hours Kindergarten	853
Instructional Hours Elementary	878
Instructional Hours Secondary	952
Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only	Tuesday, September 6
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday, September 7
In-District Professional Development Day - Non-instructional Day	Monday, September 26
National Day of Truth & Reconciliation – Statutory Holiday in 2022	Friday, September 30
Thanksgiving Day	Monday, October 10
Conferencing Adjustment - Non-instructional Day	Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 21
Remembrance Day	Friday, November 11
Winter Vacation Period	December 19 to January 2
Schools Reopen after Winter Vacation	Tuesday, January 3
District-Wide Planning Day – Non-instructional Day	Monday, January 30
Secondary Semester Two Begins	TBD
In-District Professional Development Day - Non-instructional Day	Friday, February 17
BC Family Day	Monday, February 20
Spring Vacation Period	March 20 to March 31
Schools Reopen after Spring Vacation Period	Monday, April 3
Good Friday	Friday, April 7
Easter Monday	Monday, April 10
In-District Professional Development Day - Non-instructional Day	Thursday, May 18
Conferencing Adjustment- Non-instructional day	Friday, May 19
Victoria Day	Monday, May 22
Final Day for Students - Schools dismiss three hours early	Thursday, June 29
Administrative Day - Non instructional Day	Friday, June 30

DRAFT April 20, 2022



DRAFT False Bay School Calendar 2022-2023
(with 10 altered Fridays)

Designation	2022-2023
Days in Session	176
Days of Instruction	168
Instructional Hours Elementary	878
Instructional Hours Secondary	952
Schools open - Regular start time and schools dismiss three hours early.	
Ballenas & Kwalikum Secondary – Grade 8’s only	Tuesday, September 6
Ballenas & Kwalikum Secondary - First day for Gr 9-12	Wednesday, September 7
Professional Development Day - Non-instructional Day	Monday, September 26
National Day of Truth & Reconciliation – Statutory Holiday	Friday, September 30
Thanksgiving Day	Monday, October 10
Conferencing Adjustment - Non-instructional Day	Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 21
ALTERED FRIDAY	FRIDAY, NOVEMBER 4
Remembrance Day	Friday, November 11
ALTERED FRIDAY	FRIDAY, NOVEMBER 25
ALTERED FRIDAY	FRIDAY, DECEMBER 9
Winter Vacation Period	December 19 to January 2
Schools Reopen after Winter Vacation	Tuesday, January 3
ALTERED FRIDAY	Friday, January 13
ALTERED FRIDAY	Friday, January 27
District-Wide Planning Day – Non-instructional Day	Monday, January 30
Secondary Semester Two Begins	TBD
ALTERED FRIDAY	Friday, February 10
Professional Development Day - Non-instructional Day	Friday, February 17
BC Family Day	Monday, February 20
ALTERED FRIDAY	Friday, March 3
ALTERED FRIDAY	Friday, March 10
Spring Vacation Period	March 20 to 31
Schools Reopen after Spring Vacation Period	Monday, April 3
Good Friday	Friday, April 7
Easter Monday	Monday, April 10
ALTERED FRIDAY	Friday, April 21
ALTERED FRIDAY	Friday, May 5
School-Based Pro-D Day - Non-instructional day	Thursday, May 18
Conferencing Adjustment - Non-instructional day	Friday, May 19
Victoria Day	Monday, May 22
Final Day for Students - Schools dismiss 3 hours early	Thursday, June 29
Administrative Day - Non-instructional Day	Friday, June 30



Education Committee of the Whole Report
Tuesday, April 19, 2022
VIA ZOOM
2:30 p.m.

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

3. SHARED LEARNING

a. Nanoose Bay Elementary School Presentations

Teacher Chris Brown (Farmer Brown) shared Zero Waste initiatives including some lessons students participated in to demonstrate recycling, composting, and understanding how much waste goes into recycling bins each day. He also shared a number of examples of work parties with parent volunteers and students on weekends in the school gardens.

Karen Mostad shared some initiatives around numeracy support. She also shared the school's work on supporting developing students' grit and resiliency.

Kerri Faa shared a PowerPoint presentation showcasing some of the music initiatives that the students are involved in.

b. Ballenas Secondary School Presentation

Trish Cathrine, Nikki Norton and Amanda Girgan provided an overview of the Learning Hub. This initiative came from the Alternation Education review from two years ago, speaking to the importance of creating a place of belonging for students in high school. The Learning Hub is in the centre of the school with either a CYCW or teacher on site to offer support to all learners. Students attend from referrals from classroom teachers or as a space to just 'BE' for students who need a connection, study block, academic support, Indigenous connection and/or social emotional support.

c. Update from Director of Instruction

- i. **Reporting Order** – The Assessment, Evaluation, Communicating Student Learning Committee met to review the Ministry's Reporting Order and members will gather more feedback from school staff.
- ii. **Performance Standards Pilot Project** – the district has submitted a report to the Ministry providing feedback and sample lessons following the completion of the pilot project.
- iii. **Grad Requirements – Indigenous Courses** – the district already has many Indigenous Education courses available in all high schools, with most students taking English First People's 10.
- iv. **Technology Committee** – the committee met and will be using feedback from the technology survey to create the draft district technology plan that fits with the current strategic plan.
- v. **Katie White Dinner Series** – the third session was held on April 11th and was well attended by 90 educators from across the district.

4. INFORMATION

- a. **Registration Update** – Enrolment projections are slightly lower than anticipated; however, it is anticipated that there will be additional registrations over the summer.
- b. **Boundary Changes Update** – staff continue to work with any families affected by the boundary changes to clarify which school the children will be attending in 2022/2023.
- c. **Pete the Cat First Steps to School** – this event is scheduled for Thursday, April 21, 2022 at Oceanside Place.

5. ITEMS FOR DISCUSSION

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo requesting they continue to offer the Zero Waste Recycling Funding grant for the next 3-5 years to support the important work being done in participating SD69 schools through the Zero Waste initiative.

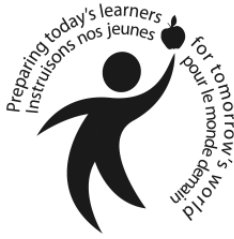
7. QUESTION PERIOD

8. FUTURE TOPICS

9. NEXT MEETING DATE:

- Tuesday, May 17, 2022 at 2:30 p.m. (via Zoom until further notice)

10. ADJOURNMENT



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Context:

The public education system in B.C. is open to all students no matter what their health or medical condition. The School Act clearly states this is Section 2 (1) and (2) and in 88(1) https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2 Examples of common conditions include anaphylaxis, asthma, diabetes and epilepsy.

Policy

For the purpose of this document, ~~Common Medical Conditions~~ include: anaphylaxis, asthma, diabetes, and epilepsy.

Policy Statement:

The board will seek to support students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being.

~~The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:~~

Guidelines:

The Board is committed to the following:

1. Empowering students, ~~as confident and capable learners,~~ to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
2. Supporting parents/guardians to feel confident that their child is safe at school ~~and during school related activities,~~ and has the same opportunities as other students ~~to fully access the education system~~
3. Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
4. Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
5. Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency

References:

Administrative Procedure to Board Policy 802: Student Health – Common Medical Conditions

British Columbia Anaphylactic and Child Safety Framework
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 8005 802

STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Page 2 of 2

Anaphylaxis Protection Order

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m232_07.pdf

The School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00

Dates of Adoption/Amendments:

- Adopted: 2018.12.18
- Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

DEFINITIONS

Anaphylaxis – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

Asthma – is a chronic, inflammatory disease of the airways in the lungs.

Diabetes – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

Health Care Provider – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Medical Emergency – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

School – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

School staff – all school staff, including occasional staff.

Self-Management – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of the student's ability to confidently and independently manage their medical condition(s). The student's journey to reach the student's full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.



ROLES AND RESPONSIBILITIES

Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self-management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Common Medical Conditions

Depending on the student's cognitive, emotional, social and physical stage of development, and the student's capacity for self-management, students are expected to actively support the development and implementation of the student's Plan of Care.

Students are required to:

- Take responsibility for advocating for their own personal safety and well-being that is consistent with the student's cognitive, emotional, social and physical stage of development and the student's capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review the student's Plan of Care as appropriate
- Carry-out daily or routine self-management of the student's medical condition to the student's full potential, as described in their Plan of Care (e.g. carry their own medication and medical supplies; follow school board policies on disposal of medication and medical supplies)



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with the student's parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to the student's medical condition(s) at school
- Wear medical alert identification that the student and/or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or the student's peers if a medical incident or a medical emergency occurs

School Staff

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on common medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in the student's Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with common medical conditions to participate in school to the student's full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with Common Medical Conditions, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

Principal or Designate

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the Principal or designate.



This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
 - ii. each year during the first week of school
 - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a common medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
 - Maintain a file with the Plan of Care and supporting documentation for each student with a common medical condition
 - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
 - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
 - Encourage the identification of staff who can support the daily or routine management needs of students in the school with common medical conditions, while honouring the provisions within the respective collective agreements
 - Maintain appropriate storage of medications or medical devices for students with common medical conditions
 - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
 - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
 - Ensure, with consent, an updated photo with key emergency information is available to staff
 - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
 - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
 - Maintain a list of school personnel who have received training
 - Promote supportive learning environments recognizing the need for an accepting social climate for students with common medical conditions

Superintendent of Schools or Designate

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with common medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

The Superintendent or designate is expected to:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

- Make available training and resources on common medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their own medication and supplies to support the management of the student's medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with common medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a common medical condition

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a common medical condition.

The Plan of Care for a student with a common medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a common medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with common medical conditions and, as appropriate, others who are in direct contact with students with common medical conditions (e.g. food service providers, transportation providers, volunteers).

COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:



Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.

FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT

Anaphylaxis Risk Reduction

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in the student's Plan of Care.

RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they may provide input when necessary to the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

Supervision and/or Administration of Medication to Children

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have the student's medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking



measures are in place, understood by all parties, and maintained;

- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be informed of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

AWARENESS TRAINING/RESOURCES

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency
- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

REPORTING/DOCUMENTATION



For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

LIABILITY

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common** law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

(2) Subsection (1) applies to,
...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

APPENDICES: FORMS

References:

- *Board Policy 8002: Student Health – Common Medical Conditions*



- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

DRAFT



~~TOWARDS A SCENT CONSIDERATE
SCHOOLS/WORKPLACES ENVIRONMENT~~

~~The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees with allergies and chemical sensitivities, all students, employees and visitors are to be considerate in their use of scented products when attending school district facilities or events.~~

~~SCENTED PRODUCT CATEGORIES~~

~~1. Personal Products~~

~~**Hygiene:** Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.~~

~~**Non Hygiene:** Products include, but are not limited to, scented candles, potpourri and scented ornaments.~~

~~2. Non Personal Products~~

~~Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.~~

~~These lists are intended to be representative, not exhaustive.~~

~~In sufficient concentrations, chemically-scented products may trigger responses to those with allergies or chemical sensitivities. Reported symptoms can include, but are not limited to:~~

- | | |
|---|--|
| • Headaches, migraines | • Nausea |
| • Dizziness, lightheadedness | • Fatigue |
| • Weakness | • Malaise |
| • Confusion | • Anxiety |
| • Numbness | • Difficulty with concentration |
| • Upper respiratory symptoms | • Sinus congestion |
| • Skin irritation | • Loss of appetite |

~~Out of respect for the health and safety of those with allergies or chemical sensitivities, the Board strongly encourages all staff, students and visitors to avoid or reduce the use of scented products and to replace them with unscented alternatives.~~

~~This list is intended to be representative, not exhaustive.~~

~~References:~~

- ~~Administrative Procedure to Board Policy 8007 803: Towards a Scent Considerate School/Workplace Environment~~
- ~~WorkSafeBC: Scent Safety in the Workplace~~
- ~~Central Okanagan School District – Toward a Scent-Reduced School Environment~~

~~Context:~~



~~TOWARDS A SCENT CONSIDERATE~~
SCHOOLS/WORKPLACES ENVIRONMENT

Chemical sensitivity, caused by chemically scented products, including essential oils can cause serious disabling conditions. WorkSafe BC and other similar organizations in other provinces have recognized the severity of this condition as a workplace hazard.

Policy Statement:

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees ~~with allergies and chemical sensitivities~~, all students, employees and visitors are to be ~~considerate in~~ **limit** their use of scented products when attending school district facilities or events.

Guidelines:

The Board Expects:

1. All staff, students, and community members to be scent aware and considerate of others.
2. That scented products will be used in moderation and only as necessary for the health and safety of our school communities.
3. That respectful action to reduce the use of scented products, especially Petro-chemically based scents, will occur.

Definitions:

SCENTED PRODUCT CATEGORIES

Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

References:

- WorkSafe BC HEA1-9 Scent Safety in the Workplace <http://www.eha-ab.ca/acfp/docs/WorkSafeBCscentSafety.pdf>

Dates of Adoption/Amendments:

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13



**TOWARDS A SCENT CONSIDERATE
SCHOOLS/WORKPLACES ENVIRONMENT**

PURPOSE

There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.

We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.

Individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Individuals with respiratory challenges commonly cite fragrances as initiating or exacerbating the individual's asthma. Fragrances are also implicated in vascular changes that can trigger migraines in individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.

Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.

Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.



**TOWARDS A SCENT CONSIDERATE
SCHOOLS/WORKPLACES ENVIRONMENT**

All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.

We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

WHAT IS THE DISTRICT DOING ABOUT IT?

Recognizing that chemicals, including fragrance' chemicals, can negatively impact on indoor air quality, the District

- Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.
- Promote the use of environmentally-friendly and least harmful products in cleaning materials and building materials.
- Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.
- Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.

WHAT CAN YOU DO TO HELP?

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.



WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for the individual's understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal/Manager of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal/Manager to assist in finding a solution to your situation. You may ask your Principal/Vice Principal/Manager to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

WHAT CAN THE PRINCIPAL/VICE PRINCIPAL/MANAGER DO?

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe the health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8007 803
~~TOWARDS A SCENT CONSIDERATE SCHOOLS/WORKPLACES~~
ENVIRONMENT

WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

- If an individual or your Principal/Vice Principal/Manager informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

References:

- *Board Policy 8003: ~~Towards a Scent Considerate Schools/Workplaces Environment~~*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Purpose

The Board of Education of School District 69 (Qualicum) is committed to ensuring a safe, caring and inclusive environment for all students and staff. The Board further considers positive and least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings***.

The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

Schools do not support any form of physical restraint or seclusion as an ongoing means of intervention. Any intervention that involves physical restraint or seclusion may only be used in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students emphasize prevention and positive behavior supports. Every effort will be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint or seclusion is *only* used in extreme emergency where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

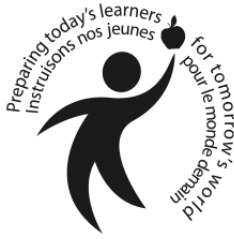
- ~~7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.~~
- ~~8. It is expected that schools will include among their staff members, individuals who are trained in restorative practice, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.~~

References:

- ~~• Administrative Procedure to Board Policy 8009 804: Physical Restraint and Seclusion of Students~~
- ~~• BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings~~

Dates of Adoption/Amendments:

Adopted: 2018.1127
Amended:



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.” 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 in ~~extreme emergency~~ 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 students must promote the rights of all students to be treated with dignity.~~
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 ~~de-escalation~~ 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.

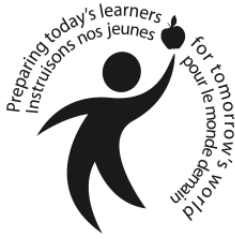
Definitions:

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

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>

References:

B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 8009 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

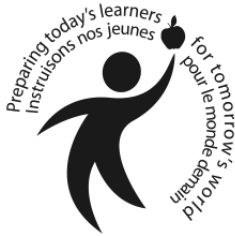
Page 4 of 4

The School Act

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2

Special Needs Students Order (M235/07)

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m150_89.pdf



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'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.

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8009 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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 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 8004: Physical Restraint and Seclusion of Students
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended:

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.

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 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. 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 (if required as per Policy 7000)

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

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 (if required as per Policy 7000)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Context

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

Policy Statement

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

Guiding Principles

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories or taking locally developed and Board Approved courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
 - a. Be cost neutral to the School District over time;
 - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
 - c. Focus on building meaningful credentials for the BC Graduation Program;
 - d. Specify the enhancements that are being provided beyond regular programming;
 - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
 - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences. **but** They are subject to additional requirements listed in Ministry regulation 219/08, and in the Administrative Procedures for this policy, **and Board Policy 703 (Fees and Subsidies).**
4. **Fundraising is permitted as a means to offset program fees.**

Definitions:

Programs of Choice -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Specialty Academy – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.

References:

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Board Policy 703: Fees and Subsidies
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption/Amendments:

Adopted:

Amended:

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ADMINISTRATIVE PROCEDURES TO BOARD POLICY 507
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

PURPOSE

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in School District No.69
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies*.

APPLICATION PROCESS

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [Board Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

Reference:

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Board Policy 703 and Administrative Procedures: Fees and Subsidies
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption and Amendments:

Adopted:



STUDENT FEES AND BAND INSTRUMENTS FEES AND SUBSIDIES

Purpose

~~It is the intention of the Board of Education to permit schools to charge fees to students only in circumstances permitted by the School Act and in conformity with the attached Regulations attendant Administrative Procedure. No student shall be denied access to a program, course or class because of financial hardship. Fees may not be charged for programs, courses or classes which are required to complete educational programs essential for graduation.~~

Context

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (ministry order M236/07) and Provincial Fees (ministry order M140/89) further explains fees and rentals related to graduation from schools in B.C.

Policy Statement

The Board will charge fees as needed and in full compliance with the School Act and Ministry Orders. No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee.

Guiding Principles

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to families of eligible students to assist ~~families~~ with the costs associated with living away from home while pursuing graduation in a School District 69 school.

References:

- The School Act:
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section82
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section168
- Ministry Orders:
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m236_07.pdf
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140_89.pdf
- Administrative Procedures to Board Policy 703: Fees and Subsidies

Dates of Adoption/Amendments:

Adopted: 1979.07.01
Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: **2018.02.27**



STUDENT FEES AND BAND INSTRUMENTS- FEES AND SUBSIDIES

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents/guardians the procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course.

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/guardians provide for students, personal supplies and equipment which school do not typically provide, such as: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.
- Students in "trades programs" (as defined in the *School Act*) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.



STUDENT FEES AND BAND INSTRUMENTS- FEES AND SUBSIDIES

References:

- *The School Act*
- *Board Policy 703: Fees and Subsidies*

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended:

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EMERGENCY PREPAREDNESS AND CLOSURES

Context:

Along with all levels of government, the Board recognizes that being prepared for various types of emergencies and responding appropriately is essential to maintaining a safe learning and working environment.

Policy:

The Board will develop and maintain a robust emergency preparedness plan and protocol that will include clear direction to all staff and students about preparing, training, rehearsing and reacting to emergencies. These plans and protocols will work together with the plans of local, regional, and provincial governments.

Guiding Principles:

The Board expects that:

1. The District Emergency Preparedness Plan will be maintained and regularly updated. ~~This plan will work in collaboration with municipal/regional plans.~~
2. All schools and work sites will maintain and update a Site Emergency Preparedness Plan.
3. Training and rehearsal for emergencies will be on-going in each school and worksite.
4. Any potential emergency situation identified by the Health and Safety Committee will be included in the plans.
5. All employees will safeguard children under their care in the event of an emergency or school closure.
6. Parents/guardians will be fully informed of the plans in the case of an emergency, including school closures.

References:

- Emergency Management B.C. <https://www2.gov.bc.ca/gov/content/safety/emergency-management>
- Emergency Management Oceanside <https://www.emergencyoceanside.ca/>

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: **2018.02.27**

~~The Board of Education recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to implement appropriate plans and procedures to deal with such emergencies.~~

~~An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize the situation. Emergencies affecting schools District facilities, and/or District transportation services that may prohibit the intended uses for an~~



EMERGENCY PREPAREDNESS AND CLOSURES

~~unspecified period of time may include earthquake, fire, flood, road closure, hazardous material accident/spill, threat to schools (i.e. bomb threat), violent physical incident or threat, school bus accident, and/or inclement weather.~~

~~All schools and work sites will develop, implement, and maintain a Site Emergency Preparedness Plan taking potential larger scale emergency situations into consideration. The District Emergency Procedures and Site Emergency Preparedness Plan will identify and outline the role of the affected staff in an emergent situation.~~

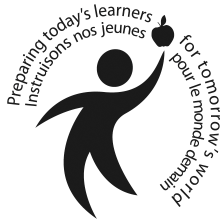
~~To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. All School District 69 sites will follow the District Emergency Procedures and Site Emergency Preparedness Plan.~~

~~The Board of Education will endeavor to ensure that staff and students are trained in fundamental emergency procedures, and that District facilities are as safe as possible from hazards.~~

References:

- ~~Administrative Procedure: Emergency Preparedness~~
- ~~District Emergency Procedures~~

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ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708

EMERGENCY PREPAREDNESS AND CLOSURES

Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. That plan should provide for the evacuation, care and reuniting of students with parents.

All employees shall be informed about the Site Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.

At the beginning of each school year, parents shall be informed of the District Emergency Procedures and Site Emergency Preparedness Plan. This information will outline emergency procedures to be followed by staff and students in case of an emergency.

Emergency drills, including fire, earthquake, and lockdown, shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that each **district** school has sufficient staff trained in the following:

- a. emergency planning
- b. the reduction of hazardous conditions
- c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.

If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the Site Emergency Preparedness Plan, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.

The Site Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees

The General Manager of Operations shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.

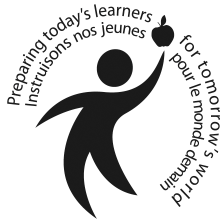
In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:

- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be locked down or closed.
- b. Parents will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.
- d. The General Manager of Operations shall be responsible for providing the immediate transportation of students.
- e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to student safety and the nature of the emergency.

References:

- Board Policy 7009 708: Emergency Preparedness
- *District Emergency Procedures*



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 2 of 3

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27

Staff Emergency Procedures

Lockdown

Used in response to an armed or dangerous assailant WITHIN the school.

Lockdown

- Gather people in your vicinity into a secure room – do this quickly
- Close and secure doors
- Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
- Silence all cell phones and ask they be placed face down on floor
- Alert other occupants by any means available and/or call 911 - only if safe to do so

Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

*Normal activities in the school cease. Await police response.

Hold & Secure

Used if there is a security concern in the neighbourhood

Bring everyone into the school and remain inside

Secure exterior doors

Close exterior window blinds/drapes (if available)

No one may enter or exit the school during Hold and Secure

*Typically normal activities continue WITHIN the school.

Room Clear

Used to move people away from a hazard contained in one room/area

Direct students to leave the room/area and report to designated area (Ex. Library)

Summon assistance as needed and appropriate (Ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

*Staff should remain to manage the situation arising or exit if the room is unsafe

Shelter in Place

Used if an environmental hazard may impact the school

Bring everyone into the school and remain indoors

Secure exterior doors and windows

Close exterior window blinds/drapes (if available)

Turn off all ventilation systems (if locally available/situation dependent)

Staff designates will monitor access to the school via the main entrance.

Access may be denied if a risk exists that jeopardizes the safety of occupants

*Typically normal activities continue WITHIN the school

Evacuate

Used to move people out of the school when a hazard exists inside

Direct students and other staff to exit the school via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

Quickly move away from obvious hazards

Drop - low to the ground

Cover - take Cover under a sturdy table, desks, furniture, or other large sturdy items

Hold On - to the furniture you are under and stay there until the shaking stops

After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

EMERGENCY TERMINOLOGY QUICK REFERENCE

SCHOOL DRILLS

- **Fire**
 - 6 drills/year as follows:
 - 3 drills before end of January
 - 3 drills after the beginning of February
 - Note: actual alarms and false alarms count as drills
- **Earthquake**
 - 3 drills/year
- **Lockdown**
 - 3 drills/year
 - 1 staff only (optional)
 - 2 with staff and students
- **Hold & Secure + Shelter in Place**
 - 1 review of procedure/year
 - Process of securing school exterior is to be rehearsed by Principal/VP and staff only

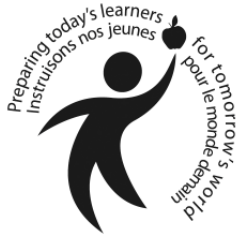
FOR MORE INFORMATION CONTACT

Gillian Wilson
Safe Schools Coordinator
email: gwilson@sdfis.bc.ca
office: 250-954-3078

EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

POLICY

~~The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.~~

Context:

Provincial standards through The School Act, WorkSafe BC and Labour Agreements insist that a work/learning place be safe and healthy for all. Consistently working to maintain high quality of safety and health lead to more secure and productive work/learning environments. These principles are consistent within other District policies regarding personnel (600), respectful workplaces and attendance support (603); and for students safe, caring and inclusive school communities (700), and student discipline (701)

Policy Statement:

The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment. We strive to provide excellence in maintaining health and safety in our work/learning spaces.

Guidelines:

1. All Health and Safety programs enacted through contractual and WorkSafe regulation will be established, monitored and reviewed.
2. All reasonable steps will be taken to prevent injury and ill-health.
3. As a community, we will promote health and safety in accordance with provincial health guidelines and expectations.
4. All biohazards will be identified and handled according to the Biohazard Exposure Plan – Safe Removal of Sharps Needles.
5. Facilities maintenance and upgrading will consider enhancements that increase the health and safety for workers and learners.
6. Anyone who disrupts the safe proceeding of a school a school or school function will be subject to section 177 of the School Act (Maintenance of Order).

Reference:

- Administrative Procedure to Board Policy ~~8004~~ 801: Health and Safety in the Workplace
- The School Act Section 177 (maintenance of Order)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section177

Dates of Adoption/Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

PURPOSE

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
 - a. the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
 - b. situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
 - c. providing reliable information so employees can successfully fulfill their health and safety responsibilities;
 - d. providing a consistent approach to health and safety throughout the School District;
 - e. establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
 - a. Occupational Health and Safety policy;
 - b. regular inspections;
 - c. written instructions;
 - d. management meetings;
 - e. investigations;
 - f. records and statistics;
 - g. instructions and supervision of workers.

Incident Prevention

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Due Diligence

5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

8. The Board of Education will take all reasonable steps to:
 - a. endeavor to provide and maintain a healthy and safe working and learning environment;
 - b. establish the policy governing the health and safety program;
 - c. provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
 - a. delegating an annual review of the health and safety program;
 - b. ensuring that the District Leadership Team has awareness of the health and safety program;
 - c. ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to:
 - a. Initiate activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
 - b. make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;
 - c. ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
 - d. ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
 - e. ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure adequate instruction, training and education takes place for all staff;
 - g. ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
 - h. ensure that regular inspections are carried out at each site on a regular basis;
 - i. ensure that all pertinent and required records and statistics are maintained and reviewed.
11. Members of the District Senior Leadership Team will take all reasonable steps to:
- a. provide specific direction on the implementation of the health and safety program within each worksite, delegating tasks as necessary to ensure completion;
 - b. exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
 - c. take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
 - d. ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
 - e. ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
 - f. upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
 - g. ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;
 - h. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
12. Principals, Vice-Principals and other management staff will take all reasonable steps to:
- a. ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
 - b. ensure the health and safety of all workers under their direct supervision;
 - c. be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
 - d. report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
 - e. consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
 - g. as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
 - h. establish, maintain and update safe work procedures;
 - i. ensure regular maintenance is carried out on equipment and machinery;
 - j. enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
 - k. encourage incident, accident and hazard reporting;
 - l. carry out regular inspections within their designated areas on site in accordance with the health and safety program;
 - m. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
13. All employees will:
- a. comply with all health and safety directives and regulations;
 - b. perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
 - c. report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
 - d. wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;
 - e. ensure that their ability to work is not impaired;
 - f. refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
 - g. report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
 - h. not remove, impair or render ineffective any safeguard provided for protection;
 - i. model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
 - j. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
 - k. cooperate with the members of the Joint Site Health and Safety Committee.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

14. All students are expected to:
 - a. comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning;
 - b. use safe actions in schools, on school property and at school events
 - c. maintain a safe and healthy environment and report unsafe conditions.

15. Contractors and sub-contractors will:
 - a. report to the school office upon first entry to a school property;
 - b. comply with applicable health and safety legislation;
 - c. make arrangements with the General Manager of Operations concerning emergency procedures;
 - d. immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
 - e. providing education, training and enforcing the use of applicable personal protective equipment;
 - f. report of all incidents and injuries; investigate and report the findings of all lost time and serious incidents to their representative;
 - g. cooperate with all safety representatives having jurisdiction on their job site;
 - h. maintain good housekeeping;

16. Visitors, suppliers and consultants will:
 - a. report to the school office upon first entry to a school property;
 - b. participate and comply with health and safety directives received from the site administrator;
 - c. comply with the School District's health and safety rules;
 - d. wear adequate personal protective equipment as necessary;
 - e. report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
 - f. report any injury sustained on School District 69 property or premises.

17. Enforcing the Health and Safety Program

Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

18. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

Reference:

- Board Policy 801: *Health and Safety of Employees in the Workplace*

Dates of Adoption and Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

BIOHAZARD EXPOSURE CONTROL PLAN

Purpose

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department
9. The Operations & Maintenance Department will provide a new kit when the used kit is picked up for disposal.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.

A Bio-Hazardous Materials Kit includes:

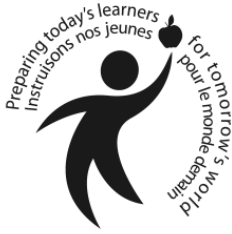
- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handling procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

Dates of Adoptions and Amendments:

Adopted: 18.11.27



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Context:

The Child, Family and Community Service Act (Section 14) delineates every person's responsibility to report suspected child abuse or neglect to the Ministry of Children and Family Development. The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student.

Policy Statement:

The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student while in the care of School District 69.

Guidelines:

1. The Board requires that all staff be ~~trained~~ **supported** in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide ~~training~~, **annual review**, support and materials to staff in order to facilitate ~~timely~~ reporting.
3. The Board expects all staff to understand and use the information provided in the British Columbia Handbook for Action on Child Abuse and Neglect – For Service Providers, and/or Responding to Child Welfare Concerns as well as the Administrative Procedures for this policy to guide and assist in reporting.

References:

- Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- Child, Family and Community Service Act (Starting at section 14) https://www.bclaws.gov.bc.ca/civix/document/id/consol30/consol30/96046_01#section14
- B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers
- https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/child_abuse_prevention_handbook-general_public_booklet.pdf
- District 69 Tri-lateral Protocol

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2017.01.24:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Administrative Procedure to Board Policy 7140: Reporting of Suspected Child Abuse and Neglect*
- *The B.C. Handbook for Action on Child Abuse and Neglect - For Service Providers (June 2017)* https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- *Responding to Child Welfare Concerns - Your Role in Knowing When and What to Report (March 2017)* https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- *Child, Family and Community Services Act*
- *District 69 Tri-Lateral Protocol*



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7140 706

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.



When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

Procedures for Reporting Suspected Child Abuse or Neglect

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.



Reminders

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children. It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals. In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (June 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27: Interim Revision September 2010: **2017.01.24:**

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____



SD69 QUALICUM

Finance & Operations Committee of the Whole Report
Tuesday, April 19, 2022
Via Zoom
10:30 a.m.

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. PRESENTATION - None

3. PROJECT UPDATES

a. Fundraising - Oceanside Community Track at Ballenas

Trustee Young provided an update of the fundraising activities of the Committee. It was reported that the committee has now created a charitable society for the purposes of raising funds and allowing for independence from the School District when applying for grants.

4. ITEMS FOR DISCUSSION

a. Revenue Sources - Rentals

Secretary Treasurer Amos provided a financial update on the rental site revenues and the corresponding expenditures. In presenting the 5-year historical information, it was shared how the rental sites have evolved into an active portfolio of various tenant groups, from childcare providers to adult programs to social agencies. All of the 5 sites are well supported with an occupancy ranging from 65% to 100%. Reviewing the escalating costs, it was shared that the current rental rates have not been changed since they were established at \$13.50/sq. ft. in 2014 and that an increase is being reviewed to be effective July 1, 2023, with consideration for a NFP rate as well as the commercial rate. Support for this approach was received.

Discussion then turned to the current courtesy bus rider rate and the consideration of increasing them. The current rate of \$125/yr was established several years ago and although fees have been waived for catchment students, there has been no increases to the courtesy rate. It was presented that over the past 5 years fuel costs and overall transportation costs have risen by 62% and 20% respectively. After some discussion on the merits of the increase it was felt that the fees could remain the same for now.

5. INFORMATION ITEMS

a. Incoming Director of Operations

Secretary Treasurer Amos shared what was announced earlier this month regarding the appointment of the new Director of Operations. Phil Munro will be joining the district effective May 24. Coming from his current position at the GTAA in Ontario, he'll bring a wealth of experience as he takes on the leadership and planning for the Operations and Maintenance department. It was also shared how the current work in the department is being well supported by the two Assistant

Managers, Will Rosendale and Brant Prunkl and it is thanks to them that the department continues to be in good hands.

b. 3rd Quarter Financial summary

Secretary Treasurer Amos provided an overview of the latest quarterly results noting that the 3 years of data makes a better comparison for a normal school year. He shared that expenditures are well within budget, highlighting the rebound in International Student Program revenues and tenant rentals as the district recovers from the impact of COVID.

c. Lead in Water Report

Assistant General Manager Rosendale provided the latest results of the water testing done in March as required by the Ministry. Most of the tests came back within acceptable levels; however, some are requiring a mitigating strategy be identified. For these, signage will be posted at the sites to run the water for 30 seconds to clear the lines of contaminants. Automatic flushers are being looked into to support some of these sites, recognizing that the testing focusses on the source being for drinking purposes, not necessarily for washing or watering. The report will be posted on the district website.

d. Prism Study

Secretary Treasure Amos provided an update of the work to date being done by Prism Engineering. The five sites selected for the project were visited in February and the data is being reviewed. Some questions still remain regarding the impact of Solar projects and the energy they contribute.

Reports will be filed shortly with BC Hydro to gain the grants that are being used to pay for the study costs with the expectation that the recommendations such as heat pumps or DDC work will be implemented to reduce electricity usage at these sites. The final report is expected by late 2022.

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

Information regarding the recent 2022-23 Capital Program announcement was shared and a Capital Plan Bylaw will be presented for adoption by the Board at the April Regular Board meeting.

Planning for the 5 projects including Phase 2 of the Ballenas Secondary School's HVAC, 3 solar installations and replacement of a bus will continue. There was some discussion on the choice of suppliers and particularly the merits of electric buses. It was shared that although the next bus would not be electric as costs and "fit" still remain impediments, that the district is still committed to pursuing the use of electric vehicles.

7. FUTURE TOPICS

8. NEXT MEETING DATE:

Monday, May 16 at 10:30; Via Zoom



SCHOOL DISTRICT No.69 (QUALICUM)

March 11, 2022

The Right Honourable Justin Trudeau
Prime Minister of Canada
House of Commons
Ottawa, ON K1A 0A6

Honourable Steven Guilbeault,
Minister of Environment and Climate Change
House of Commons
Ottawa, ON K1A 0A6

Honorable George Heyman
Minister of Environment and Climate Change
Strategy and CleanBC
642 West Broadway
Vancouver, BC V5Z 1G1

Dear Prime Minister Trudeau and Ministers Guilbeault and Heyman:

We are addressing this letter to both our provincial and federal levels of government as we feel the climate crisis depends on cooperation and collaboration from all administrations. The effects of the climate crisis will fall on the already overburdened shoulders of our younger generation. School districts will need any resources available to help students grow and adapt in a proactive environment.

At its recent Regular Board Meeting of February 22, 2022, the Board of Education of School District 69 (Qualicum) passed the following motion:

***THAT** the Board of Education of School District 69 (Qualicum) SD69 write letters to provincial and federal bodies reminding them of their commitments to climate action and requesting that resources be made available to help move all school districts in BC to zero carbon facilities. Though targets at both levels of government are to be in place by 2050, the letter would request an expedited process and a target of much sooner than 2050. The federal-provincial Pan Canadian Framework on Clean Growth Climate Change (PCF) calls for all new buildings to be Net-Zero Energy Ready (NZER) by 2030. This concept could be expanded to include all buildings.*

Though both our federal and provincial governments have set targets for climate reduction by 2050, the recently released Intergovernmental Panel on Climate Change report is a glaring condemnation of our collective lack of action. U.N. Secretary-General Antonio Guterres said, "As climate impacts worsen – and they will – scaling up investments will be essential for survival..."

delay means death." Continuing on this theme he remarked "Unchecked carbon pollution is forcing the world's most vulnerable on a frog march to destruction," "The facts are undeniable. This abdication of leadership is criminal."

The Pan-Canadian Framework on Clean Growth and Climate Change has called for all new buildings to be net-zero ready by 2030. As climate change is happening even faster than science originally calculated, it is essential that all levels of government invest in, not only new buildings, but help existing infrastructure to be net zero ready by 2030. The framework states, "The cost of inaction is greater than the cost of action" and "recognizing the commitment of the federal government to work with provinces and territories to complement and support their actions without duplicating them, including by promoting innovation and enabling clean growth across all sectors and "Clean growth opportunities will benefit all sectors and regions."

Provincially, the Minister of Education's Mandate Letter also states that she will make progress to "Continue to invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan."

Our school district is presently pursuing a net-zero carbon site in our district and hopes all our sites to be net-zero ready by 2030. These are the sites of our future innovators and creators who will move us to a cleaner future. This will require resources and commitments from our provincial and federal partners. It will require deliberate dedication to ensure all school districts have the means to help reach the aggressive goals to be carbon-zero ready by 2030, in all our buildings.

We are asking our federal and provincial jurisdictions to keep us informed and advised on programs and financial opportunities that we can access to move our goals forward. We are asking that you reach out to us to see how you can help us achieve net-zero ready goals in all our buildings by 2030.

As educators we are adept at meeting the challenges of local and global critical circumstances. We are foundational to the success of meeting the global climate crisis through our youth. We just need the right supports, now rather than later.

Sincerely,



Eve Flynn, Board Chair

Copy to: Honourable Jennifer Whiteside, Minister of Education
Honourable Lana Popham, Minister of Agriculture
Honourable Jonathon Wilkinson, Minister of Natural Resources
Honourable John Horgan, Premier of British Columbia
Honourable Dominic LeBlanc, Minister of Intergovernmental Affairs, Infrastructure and Communities
Honourable Nathan Cullen, Minister of Municipal Affairs
MLA Josie Osborne, Mid-Island-Pacific Rim
MLA Adam Walker, Parksville-Qualicum
MP Gord Johns, Courtenay-Alberni
SD69 Trustees
Peter Jory, Superintendent of Schools, SD69
Ron Amos, Secretary Treasurer, SD69
Allison Watson, Chair, BCSTA Climate Working Group
BC Boards of Education (via BCSTA)



SCHOOL DISTRICT No.69 (QUALICUM)

March 11, 2022

The Right Honourable Justin Trudeau
Prime Minister of Canada
House of Commons
Ottawa, ON K1A 0A6

Honourable Marie-Claude Bibeau
Minister of Agriculture and Agri-Food in Canada
Suite 204 - 175 Queen Street (Main Office)
Sherbrooke, QU J1M 1K1

Honourable Karina Gould
Minister of Families, Children and Social Development of Canada
Suite 209 - 777 Guelph Line
Burlington, ON L7R 3N2

Dear Prime Minister Trudeau and Ministers Bibeau and Gould:

At its February 22, 2022 Regular Board Meeting, the Board of Education of School District 69 (Qualicum) approved the following motion:

THAT the Board of Education of School District 69 (Qualicum) call on the federal government to begin to implement a universal, cost-shared, healthy school food program for all K-12 students in the country and to sign onto the global School Meals Coalition Declaration, as per the Coalition's 2022 Pre-Budget Consultation Submission.

With income and food insecurity increasing among Canadians, a school food program on a national scale is essential to address inequality and ensure all Canadian children learn basic food skills and have access to healthy meals that support classroom learning. This type of program will also support Canada's national economic recovery from COVID-19 through the expansion of the agricultural sector, as well as increasing local food security and the resilience of local communities to respond to future emergencies.

We look forward to your support.

Sincerely,

Eve Flynn, Board Chair

Copy to: SD69 Trustees
Peter Jory, Superintendent of Schools, SD69
Ron Amos, Secretary Treasurer
MLA Josie Osborne, Mid Island – Pacific Rim
MLA Adam Walker, Parksville-Qualicum
Gord Johns, MP, Courtenay-Alberni
BC Boards of Education (via BCSTA)



SCHOOL DISTRICT No.69 (QUALICUM)

March 11, 2022

Honourable Jennifer Whiteside
Minister of Education
335 6th St.
New Westminster, BC V3L 3A9

Honourable Lana Popham
Minister of Agriculture
4243 Glanford Ave #260
Victoria, BC V8Z 4B9

Dear Ministers Whiteside and Popham:

This letter is in response to the following motion approved by the Board of Education of School District 69 (Qualicum) at its February board meeting:

THAT the Board of Education of School District 69 (Qualicum) call on the provincial government to invest in a universal, cost-shared, healthy school food program for all K-12 students in the province, as per the BC-CHSF's 2022 Pre-Budget Consultation Submission.

This motion is in line with Minister Whiteside's mandate letter which states that she will make progress to help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities; and, work with the Minister of Agriculture to integrate Feed BC into this plan so that district can include locally grown food.

The District has also endorsed the Coalition for Healthy School Food. The support and investment from the provincial government would further the goal to provide students daily access to healthy food at school so they can better focus on their learning.

Please feel free to contact me if you would like to discuss this further.

Sincerely,

Eve Flynn, Board Chair

Copy to: MLA Josie Osborne, Mid-Island-Pacific Rim
MLA Adam Walker, Parksville-Qualicum
SD69 Trustees
Peter Jory, Superintendent of Schools, SD69
BC Boards of Education (via BCSTA)



Nanoose Bay Elementary School unveils new \$165K accessible playground equipment Upgrades part of B.C. government's Playground Equipment Program

- [PQB NEWS](#) / Apr. 13, 2022 10:00 a.m.

Students at Nanoose Bay Elementary School are among the thousands of students throughout the province who have access to new accessible school playgrounds to support healthy and active lifestyles for students.

Made possible through the [Playground Equipment Program](#) (PEP), the \$165,000 investment for an accessible playground at Nanoose Bay Elementary School is part of the provincial government's commitment to update aging infrastructure in B.C. schools.

"It's great to celebrate this new playground at Nanoose Bay Elementary – another space in the community for children to play and families to come together," said Adam Walker, MLA for Parksville-Qualicum, who was on hand at the school Tuesday (April 12) and gave the equipment a try himself. "Playgrounds give our children the physical exercise they need to stay healthy, along with lots of opportunities to learn to make friends and share with other children."

"Playing is essential to everyone's mental and physical health," said Lana Popham, Minister of Agriculture during a tour of Central Vancouver Island. "Children need accessible, safe and fun places to play on their school grounds and within their communities. This playground investment will provide more opportunities for kids to go outside, be active and have fun."

In 2019, Bowser Elementary School also received a new accessible playground through the Playground Equipment Program. The Nanoose Bay Elementary playground is the second completed in the region since the inception of PEP in 2018.

Nanoose Bay Elementary School principal Kevin McKee said the school's new playground was completed in three parts with the final touches finished in early April. The Sof'Fall, an engineered wood-fibre surfacing designed specifically for play areas, is part of what makes the playground more accessible as it allows easier access for wheelchairs, said McKee.

Most schools with playground equipment in School District 69 (Qualicum) have already benefited from PEP, with Nanoose Bay Elementary being one of the last.

Since 2018, the government has invested \$25 million to provide 201 new playgrounds to schools throughout the province. The program relieves parents of some of the responsibility for fundraising for playground equipment and provides access to communities that don't have the fundraising capacity to buy the playground equipment students need. Last year, the PEP invested \$10 million in 60 new playgrounds in 50 school districts throughout the province.

– NEWS Staff, submitted