



## REGULAR BOARD MEETING AGENDA

TUESDAY, MAY 24, 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: April 26, 2022        | p 1-11  |
| b. | Approval of Special Budget Board Meeting Minutes: April 19, 2022 | p 12-15 |
| c. | Ratification of In Camera Board Meeting Minutes: April 26, 2022  | p 16    |
| d. | Receipt of Ministry News Releases                                |         |
|    | • Minister's statement on child care month                       | p 17    |
|    | • BC reaches milestone in newly funded child care spaces         | p 18-22 |
| e. | Receipt of Reports from Trustee Representatives                  |         |
|    | • Early Years Table – Trustee Young                              | p 23    |
|    | • French Language Advisory Committee – Trustee Young             | p 24    |
| f. | Receipt of Status of Action Items – May 2022                     | p 25    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 24, 2022, as presented (*or, as amended*).

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

a. **District Website Updates**

(Lesley Rowan/Sherrie Brown)

- 
- 6. BUSINESS ARISING FROM THE MINUTES**
- a. 2022/2023 Annual Budget Bylaw** **p 26-40**  
*Recommendation:*  
**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.
- 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. Trustee Remuneration** (Ron Amos) **p 41-42**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) increase its Trustee remuneration to \$17,919 and the Chair and Vice Chair remuneration as per Board Bylaw 2 section IV.2, effective November 7, 2022.
- 12. INFORMATION ITEMS**
- a. Superintendent's Report** (Peter Jory) **p 43**
- b. Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) **p 44-45**
- a. Dr. Sandra Allison Presentation** **p 46-71**
- b. Field Trip Request for Approval in Principle** **p 72-79**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) give approval in principle for a Kwalikum Secondary student trip to Europe in Spring of 2023.
- b. School District 69 (Qualicum) Educational Technology Plan** **p 80-82**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the School District 69 (Qualicum) Educational Technology Plan as presented.

---

---

**14. POLICY COMMITTEE OF THE WHOLE REPORT***(Trustee Young)*

- a. Board Policy 106: Financial Reporting and Operating Surplus** **p 83-86**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* at its Regular Board Meeting of May 24, 2022.
- THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* at its Regular Board Meeting of May 24, 2022.
- THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* and its attendant Administrative Procedures at its Regular Board Meeting of May 24, 2022.
- b. Board Bylaw 1: Board of Education** **p 87-95**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of May 24, 2022.
- c. Board Policy 900: Information Management and Access** **p 96-111**  
*(previously numbered 9000 and subsuming 7144: Student Records)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 900: *Information Management and Access* at its Regular Board Meeting of May 24, 2022.
- d. Board Policy 500: Communicating Student Learning and Student Placement** **p 112-116**  
*(previously numbered 5010)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 802: *Student Health – Common Medical Conditions* at its Regular Board Meeting of May 24, 2022.
- e. Board Policy 802: Student Health – Common Medical Conditions** **p 117-128**  
*(previously numbered 8005)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 802: *Student Health – Common Medical Conditions* at its Regular Board Meeting of May 24, 2022.

- 
- f. Board Policy 803: Scent Considerate Schools/Workplaces** p 129-134  
(previously numbered 8007)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 803: *Scent Considerate Schools/Workplaces* at its Regular Board Meeting of May 24, 2022.
- g. Board Policy 804: Physical Restraint and Seclusion of Students** p 135-142  
(previously numbered 8009)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of May 24, 2022.
- h. Board Policy 507: Programs of Choice and Academies (NEW)** p 143-145
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 507: *Programs of Choice and Academies* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.
- i. Board Policy 703: Student Fees and Subsidies** p 146-148  
(previously numbered 7010)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 703: *Student Fees and Subsidies* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.
- j. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** p 149-153  
(previously numbered 7059)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.
- k. Board Policy 708: Emergency Preparedness and Closures** p 154-158  
(previously numbered 7155)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 708: *Emergency Preparedness and Closures* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.



- 
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* **p 159**
- a. Tender for Oceanside Community Track Upgrade**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) go to tender for a general contractor for the Oceanside Community Track 6-Lane Upgrade.
- b. 2021 Climate Change Accountability Report (CCAR)** **p 160-162**
- Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) receive the 2021 Climate Change Accountability Report as presented.
- c. Annual Facilities Grant Spending Plan** **p 163-164**
- Recommendation*  
**THAT** the Board of Education of School District 69 (Qualicum) receive and support the Annual Facilities Grant Spending Plan as presented.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- a. Letter of Support for Stream Stewardship Initiatives** *(Trustee Austin)*
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) write a letter of support for stream stewardship initiatives at Kwalikum Secondary School.
- b. Board Regular/Committee of the Whole Meetings Discussion** *(Trustee Flynn)*  
**re: In-Person/Remote/Hybrid Format**
- c. School Trustee Election Information Session June 8** *(Trustee Flynn)*
- d. Adjustment of Date of September Board Meeting** *(Trustee Flynn)*
- Recommendation:*  
**THAT**, in consideration of the upcoming election writ, the Board of Education of School District 69 (Qualicum), suspend Bylaw 3, Section III (1) to adjust the date of the September 2022 Regular Board Meeting to the second Tuesday in September instead of the fourth Tuesday in September.
- e. Climate Action Task Force – Where to From Here?** *(Trustee Kurland)*
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, APRIL 26, 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
Will Rosendale	Assistant Manager of Operations & Maintenance
Jesse Witte	Principal, Springwood Elementary School Qualicum District Principals/Vice Principals' Association

**Education Partners**

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

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

She then recognized April 28<sup>th</sup>, the National Day of Mourning in memory of workers who have died on the job and in recognition of those who still suffer from a work-related injury or illness. A ceremony will be held at 5:30 at the Parksville Beach picnic shelter on April 28<sup>th</sup>.

**3. ADOPTION OF THE AGENDA**

Trustee Austin advised that she would like to present a Notice of Motion under Trustee Items.

**22-40R**

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

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

**22-41R**

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

**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.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

**a. Qualicum Beach Cinema Society Proposal**

Jan Taggart and Emma Bircham of the Qualicum Beach Cinema Society presented an idea for the Society to lease land from the School District located at the Qualicum Commons property in order to build a multi-plex community cinema. They shared research obtained about other community cinemas in the province, and outlined a number of benefits to the community in having a community cinema as well as the educational and volunteer/work experience opportunities it could provide for district students interested in the film industry.

Trustees thanked them for their presentation and requested that the Society forward their research for the Board’s review. Chair Flynn advised that the Board would consider the proposal during their ongoing long range facilities planning.

**6. BUSINESS ARISING FROM THE MINUTES**

None

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

Matt Woods, President, commented on the following:

- Thoughts to children and families in Ukraine that are surviving horrific circumstances when they should be in classrooms learning.
- Appreciation to Brant Prunkl for circulating the Workers' Day of Mourning poster and to Chair Flynn for her acknowledgement of the Workers' Day of Mourning.
- May 2 to 6, 2022 is TTOC Appreciation Week to acknowledge the extensive pool of Teachers Teaching on Call in the district and to thank them for their dedication to the teaching profession.
- A motion by the BC School Trustees Association to request funding from the Ministry of Education and Child Care to support universal changes to washrooms and change rooms so they are more inclusive fits well with the advocacy of MATA members to apply for \$5000 in grant money from the BCTF to help with this initiative at École Oceanside Elementary School. Mr. Woods requested that the Board and Superintendent set renovations of school washroom facilities as a priority by completing a cost analysis of retrofitting these areas at each school.
- Appreciation to the Board for its letters to the federal government regarding its responsibility to fund initiatives that lessen climate change and for advocating for initiatives that support food security.
- MATA will be holding its Annual General Meeting on Tuesday, May 10, 2022.
- Concerns regarding the number, and in some cases the pace, of changes happening concurrently in the district. He recommended caution about the pace of change and how the district chooses to implement those changes which can lead to teachers feeling overwhelmed and less receptive to making any change sustainable. Change also requires funding for resources, employee in-service, operational costs and planning. He encouraged the Board ensure that the priorities of the District are supported with the necessary funds to implement any changes to the system.

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

Sherrie Brown, President, commented on the following:

- CUPE also sent its thoughts to the people of Ukraine.
- The Health & Safety committee members completed their training and Ms. Brown thanked Brant Prunkl, Assistant Manager of Operations and Safety for presenting a program that is easy to follow and informative for the roles each member has on the committee.
- In recognition of the Workers' Day of Mourning April 28<sup>th</sup>, workers, families and employers come together to honour those who have lost their lives or have been injured on the job and to renew a commitment to create safer workplaces.
- As the District begins planning for next year, support staff are gearing up for the spring posting and filling process.
- CUPE looks forward to beginning negotiations in May as the current Collective Agreement expires in June.

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

Jessica Threlfall, Secretary, commented on the following:

- DPAC has finalized its swag designs and options and information will be made public in the near future.
- DPAC was successful in obtaining a \$2500 grant from the Parkville/Qualicum Community Foundation for its Accessibility Bikes initiative. The cheque will be presented to DPAC at the PQCF's next meeting on May 11<sup>th</sup>. DPAC has also

applied for a Community and Recreation grant through the Regional District of Nanaimo for its Accessibility Bikes Initiative.

- Appreciation to the district for the 'beautification and unification' project at Oceanside Elementary school that has resulted in a major clean up of the school grounds.

Karri Kitazaki, Vice President, added following comments:

- DPAC representatives were pleased to participate in the Community Schools Review Group to assist in determining if the community school format would be of benefit to district families. She noted that families already have access to a high level of community supports.
- DPAC has circulated a google form titled "DPAC Learning Opportunities Inquiry 2022" to parents through school PACS requesting input on what topics families might like to have DPAC provide guest speakers or webinars.
- DPAC is also exploring communications options with the District to send DPAC communications such as the parent survey via the District's School Messenger software, when appropriate.
- With Track & Field season approaching, DPAC encouraged the Board and District to prioritize the Ballenas track upgrade project or to bus children to a neighbouring rubber track until completion. The track is an important district and community project which will expose students, and possible future Olympians, to Track & Field sports.

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

None

## 11. ACTION ITEMS

### a. Capital Plan Bylaw

Chair Flynn outlined the projects being proposed in the 2022/2023 capital plan.

#### 22-42R

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

**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.

CARRIED UNANIMOUSLY

#### 22-43R

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

**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.

CARRIED UNANIMOUSLY

#### 22-44R

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

**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.

CARRIED UNANIMOUSLY

**22-45R**

*Moved:* Trustee Flynn *Seconded:* Trustee Kurland

**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.

CARRIED UNANIMOUSLY

Trustee Austin requested that the Board write a letter to the Province expressing its disappointment that funding has not been provided for districts to replace gas/diesel buses with electric buses, which would be in keeping with the Province's commitment to carbon neutrality. Trustees concurred and a letter will be sent to the Province.

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

Secretary Treasurer Amos provided a summary of the proposed annual budget (Page 28 of the agenda package), outlining the areas from which the shortfalls are coming, including \$594,000 of additional costs identified for a total shortfall of \$903,000. He then presented the proposals to address those shortfalls in order to balance the budget.

Trustees discussed process on three readings of the bylaw and whether or not debate could continue if the motion to have all three readings was not unanimously carried.

**22-46R**

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

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

CARRIED UNANIMOUSLY

After some discussion, Trustee requested further clarification on some of the budget allocations, consideration of the value of some of the proposals to the district, determining the deliverables and how to evaluate the efficacy of programs that are new to the Board

Therefore, the Board determined that it wished to defer third reading to the May 24, 2022 board meeting. The Board clarified that deferring third reading would not impact the staffing process, which could proceed and it was not anticipated that their continued queries would affect the total budget allocation noted in the bylaw.

**22-47R**

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

**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.

CARRIED UNANIMOUSLY

**22-48R**

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

**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.

CARRIED UNANIMOUSLY

**22-49R**

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

It was confirmed that third reading of the budget bylaw would be revisited at the May Board meeting.

**c. 2022-2023 Local School Calendar**

Associate Superintendent Wilson presented the 2022-2023 district calendar which has been revised now that the Province has deemed the National Day for Truth & Reconciliation on September 30<sup>th</sup> to be a statutory holiday in 2022. She advised that the instructional hours have not changed so those will be based on the days in session. MATA has also identified one of its professional development days as September 26<sup>th</sup>.

Trustee Young expressed her wish that September 30<sup>th</sup> had been a day in session in order for the district to have another day on which to have the opportunity to continue its good work on Truth & Reconciliation.

**22-50R**

*Moved:* Trustee Young      *Seconded:* Trustee Kurland  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2022-2023 Local School Calendar as presented.  
 CARRIED UNANIMOUSLY

**d. False Bay School Calendar**

Associate Superintendent Wilson presented the False Bay School Calendar on which the ten altered Fridays have now been identified, which will allow families to take care of any personal business that requires them to leave Lasqueti Island.

**22-51R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2022-2023 False Bay School Calendar as presented.  
 CARRIED UNANIMOUSLY

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

Superintendent Jory spoke to the following:

- Thoughts are with the citizens of Ukraine as they continue to suffer in conflict and everyone looks forward to some relief and change in circumstances for the country, hopefully soon.
- While staff and student attendance had stabilized in early March to near pre-COVID levels, there was a return to peak absences after the Spring Break period. Voluntary use of masks has flipped to 5% of staff/students wearing them from 95%. Messaging from the province has been quiet on the matter.
- Following the facility planning meeting of February 28<sup>th</sup>, a waitlist was created for Springwood Elementary School, which is currently at capacity. The grounds at Oceanside Elementary School were beautified and staff at the site

hosted an open house for those families now in that catchment as well as being relocated to the school from Springwood Elementary. Staff are confident that enrolment at Springwood Elementary will stabilize and enrolment at Oceanside Elementary has increased across all grades, even with siblings of students already attending Springwood Elementary being accepted into Springwood Elementary.

- The report that MATA bargaining had concluded was premature as there are still some details to be negotiated before the BC Public School Employers' Association will sign off on it.
- The Community School Working Group had its first meeting and took a trip to the tiičmis Wellness Centre located in Alberni District Secondary School (SD70)

Trustee Austin added that it was an interesting trip for her. While she is a long-time proponent of community schools, she realized that what she envisioned is shifting as ideas are emerging that would be unique and specifically helpful to the SD69 community.

- The 3<sup>rd</sup> Equity Scan session was held on April 21<sup>st</sup> with 10 school sharing out on their work, reporting on their progress and provided updates on their resources. Thank you to all district staff for providing thoughtful and effective learning environments in SD69 schools.

Trustee Godfrey added that the change from the first Equity Scan meeting, when most of the people had difficulty sharing and being vulnerable, to the same group showcasing their learning, what they have revised, and the collaboration done between schools was inspiring.

Trustee Young noted that she is having a similar experience as the Equity Scan group with the Social Justice Working Group. At the last meeting of that group, schools provided examples of their work and collaboration with other school. It was interesting to see the cross-over between the different schools and the energy in schools to collaborate and come to a common understanding of what is really meant by educational equity. She is pleased with what is being done in the district around Equity and appreciates the work all the educators and students are doing to make Equity and Inclusion a centerpiece of the district.

## **b. Education Update**

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

- Staff are continuing to review the Draft Reporting Order with plans for implementation in September 2023. This will provide a full year to plan for that. Fourteen of the district's teachers have submitted pilot projects to the Ministry of Education and Child Care and it is anticipated that some of those will be published once the Ministry moves forward with that project to have a common baseline of proficiency.
- A five-part Numeracy Series has completed.
- 90 teachers attended the Katie White Assessment Dinner on April 11<sup>th</sup>
- The Learning Support Department invited teachers to their learning on April 14<sup>th</sup> with Shelley Moore.
- The Ministry has invited feedback on the new graduation requirements for Indigenous Education courses. In the interim, the district staff will be meeting in May to determine what SD69 already has in place and how to carefully and properly build capacity to provide meaningful content. They are also consulting with the local First Nations as well as with staff from the



Indigenous Education Program on how best to proceed with the Ministry requirement.

- The Zero Waste initiative has generated a lot of amazing projects at all schools and he expressed appreciation for the board's support in requesting continued support from the Regional District of Nanaimo with an extension of funding for a further 3 to 5 years.
- Schools will be holding smaller track & field events this year, rather than organizing a district track meet as they are not yet comfortable with organizing a larger gathering.

Gillian Wilson, Associate Superintendent, reported on the following:

- Teaching staff have been working on their learning grant projects which will be presented at the June Education Committee of the Whole Meeting.
- Thank you to all the Pete the Cat volunteers. The event was attended by approximately 150 children.
- Counselling staff are hoping to organize another Grad Walk on June 15<sup>th</sup> where graduating students visit their elementary school to provide incentive for the elementary students to reach graduation.
- The Health & Wellness Conference for the district's Grade 7 students will be held on Wednesday May 25<sup>th</sup> at Nanoose Place with presentations by mental and physical health care professionals, teachers and digital/social media experts.

### 13. EDUCATION COMMITTEE OF THE WHOLE REPORT

#### a. Request to RDN for Green School Initiative Grant Funding

Trustee Godfrey referred to her report in the agenda and the recommendation coming from the Committee of the Whole, noting that Director of Instruction Terpstra would be partnering with the Nanaimo School District in a request for continued funding support for the Zero Waste initiative.

#### 22-52R

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

**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.

CARRIED UNANIMOUSLY

### 14. POLICY COMMITTEE OF THE WHOLE REPORT

#### a. Board Policy 802: Student Health – Common Medical Conditions

*(previously numbered 8005)*

#### 22-53R

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

**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.

CARRIED UNANIMOUSLY

It was suggested that the Assistant Manager of Operations and Safety be invited to provide feedback on the policy, especially regarding student medications kept by the schools and the provision that they be properly identified when stored.

**b. Board Policy 803: Scent Considerate Schools/Workplaces**

*(previously numbered 8007)*

**22-54R**

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

**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.

CARRIED UNANIMOUSLY

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

*(previously numbered 8009)*

**22-55R**

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

**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.

CARRIED UNANIMOUSLY

**d. Board Policy 507: Programs of Choice and Academies (NEW)**

**22-56R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 507: *Programs of Choice and Academies* and its attendant administrative procedures at its Regular Board Meeting of April 26, 2022.

CARRIED UNANIMOUSLY

**e. Board Policy 703: Fees and Subsidies**

*(previously numbered 7010)*

**22-57R**

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

**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.

CARRIED UNANIMOUSLY

**f. Board Policy 708: Emergency Preparedness and Closures**

*(previously numbered 7155)*

**22-58R**

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

**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.

CARRIED UNANIMOUSLY

**g. Board Policy 801: Health and Safety of Employees in the Workplace**  
(previously numbered 8004)

**22-59R**

Moved: Trustee Young                      Seconded: Trustee Kurland

**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.

CARRIED UNANIMOUSLY

**h. Board Policy 706: Reporting of Suspected Child Abuse and Neglect**  
(previously numbered 7140)

**22-60R**

Moved: Trustee Young                      Seconded: Trustee Austin

**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.

CARRIED UNANIMOUSLY

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

Trustee Flynn referred to her report in the agenda package.

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

No Reports

**17. TRUSTEE ITEMS**

**a. Report on BC School Trustees Association (BCSTA) AGM**

Trustees reported on the 3-day BCSTA Annual General Meeting, noting that it was full of ceremony and teachings from a number of Elders. There was a lot of time for thoughtful reflection and attendees found it very meaningful. There were a number of substantive motions, many having to do with advocacy and lobbying of the government, none of which were controversial, with only one being defeated.

**b. Climate Action Task Force**

Trustee Austin reported on the following from the Climate Action Task Force meeting held on Thursday, April 14<sup>th</sup>:

- A student, Teegan, who is involved with Fridays for Future has been present outside the Qualicum Town Hall every Friday since September to bring the climate crisis to the attention of the public as they pass by.
- Teegan and her friends have made a presentation to the Qualicum Beach Town Council requesting that they declare a climate emergency and consider signing onto the Fossil Fuel Non-Proliferation Treaty.
- The Director of Instruction provided a Green Team update and advised the group of a request to the Board for a letter of support for continued Zero Waste Grant funding from the RDN, which was also shared at the Education Committee of the Whole.
- 'Climate Plugs' will be printed in the local newspaper every other week to recognize community members who are seen as leaders in climate action.
- Ray Woroniak, of the Qualicum Beach Streamkeepers, gave a presentation on some of the initiatives the members have been working on. He also

presented a concept for an environmental stewardship program to be offered at Kwalikum Secondary School. He has been working on that idea with a number of local organizations and environmental leaders and the Nanaimo Area and Land Trust has offered to take the lead in obtaining funding to pay for staff time to help develop the program. The Board was asked if it would write a letter of support for the concept.

Trustee Austin then presented a notice of motion for the board to write a letter of support for the creation of an environmental stewardship program at Kwalikum Secondary School and noted that, should all trustees be in agreement, the Board could vote on the motion that evening or she could bring it to the Board Table in May.

Trustee and Senior staff discussed the request during which it was noted that the BC Curriculum already has courses which focus on sustainability and it was suggested that those be reviewed prior to another similar course being developed. Clarification was also requested as to whom or which organization the letter would be addressed.

Trustee Austin responded that it would be an open letter to potential funders to hire people to develop the program. It would be designed for the district's local geographical area and would include the local Indigenous lens. Once developed, it would have to be presented to the Board for approval as a Board Authority Authorized Course

**Notice of Motion for the May Board Meeting**

THAT the Board of School District 69 (Qualicum) write a letter of support to help develop an Environmental Stewardship Program at Kwalikum Secondary School. Details of the program will come to the board table at a later date for discussion and approval.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

- a. **SD69 Letters to Provincial and Federal Government Bodies re: Climate Action Resources Funding and Universal K-12 Food Program**
- b. **Nanoose Bay Elementary Unveils New Accessible Playground Equipment**

**20. PUBLIC QUESTION PERIOD**

None

**21. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 8:07 p.m.

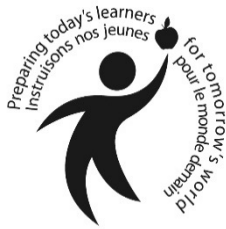
*Original signed copy on file*

---

CHAIRPERSON

---

SECRETARY TREASURER



## SPECIAL BUDGET BOARD MEETING MINUTES

TUESDAY, APRIL 19, 2022

6:00 P.M.

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
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent
Rudy Terpstra	Director of Instruction
Will Rosendale	Assistant Manager of Operations & Maintenance
	Principal, School
	Qualicum District Principal and Vice Principals Association
Karin Hergt	Executive Assistant (Recording Secretary)

#### Education Partners

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

### 1. CALL TO ORDER

Chair Flynn called the Special Budget Board Meeting to order at 6:00 p.m.

### 2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was living working and playing on the unceded territory of the Coast Salish peoples and the home of the Qualicum and Snaw-Naw-As First Nations and expressed the Board's appreciation to work and play on their shared territories.

### 3. 2022/2023 BUDGET OVERVIEW

Secretary Treasurer Amos referred to a PowerPoint presentation which outlined the themes identified from the budget survey as well as budget discussion sessions, many of which were common between employee groups, parents and students. The themes were as follows:

**Supports**

- LST/counselling/equity/mental health
- professional learning /collaboration
- trades/EA
- technology

**Communication**

- info to parents/to staff
- social media presence

**Climate Action**

- green initiatives/stewardship learning
- outdoor learning spaces

**4. 2022/2023 GRANT ANNOUNCEMENT**

Secretary Treasurer Amos then reviewed the funding being provided from the grant announcement in mid-March. He provided a comparison from 2021-2022, noting that there are no changes in the operating grant rates. While no funding has been removed the Ministry is also not adding to it at this time. There has been no additional funding for inflation on supplies and services, for the new sick leave provisions or the mental health/health & safety measures, nor for labour settlement funds; however, those would be allocated after collective agreements are fully ratified. It is left for the district to determine where those costs will be identified within the budget.

**5. BUDGET PRESSURES**

Secretary Treasurer Amos then reviewed the budget pressures for the district for the upcoming year which included a reduction to the district's operating grant due to a decrease in enrolment, uncertainty whether the mental health funding would continue, trustee election costs, and costs for strategic planning. Staff also recommended an allocation of an amount to the surplus fund as part of a slow reduction on the dependency of using reserve funds to balance the budget. He added that early indicators are that the International Student Program is rebounding to close to pre-pandemic enrolment, which will support less reliance on operating surplus and revenue reduction.

Software licensing continues to be a pressure point for the district as it moves into increasing use of online curriculum and administrative programs. Licensing fees have also increased as the providers increase more applications in their software. While the initial outlay may be costly, savings will be realized once the district completes the shifts from one software to another that provides the same programs at less cost.

Also of note was that when the shift was made from middle to elementary schools, the ratio of clerical hours to the number of FTE per site was not fully reviewed. Recognizing that there has been growth since 2014, the proposed budget provides an opportunity to address the needs of administration to support the clerical staff.

Superintendent Jory then spoke to the details regarding the allocation for strategic planning as the current strategic plan is nearing the end of its projected lifespan. He then provided his rationale for the costs associated with the strategic planning process, noting that some expertise is needed in order to assist with the process and to allow for release time to involve staff in the process.

---

---

**6. BUDGET RESPONSE**

Secretary Treasurer Amos then presented proposals to address the shortfall as follows:

- Reduce teaching staff and the number of divisions being supported knowing we are projecting less students.
- A reduction of 5.0 FTE has been identified at CEAP and PASS.
- Adding some supports in terms of Learning Support Teachers and Counselling.
- Reduction of Education Assistant hours by approximately 3.0 FTE.
- Supply account adjustments

Associate Superintendent Wilson added that there is not the waitlist for French Immersion Kindergarten as in past years and less Kindergarten enrolment overall as well as reduced enrolment at one of the high schools. Staff are working to right size schools by having students, who have been taking courses on-line over the past 2 years, back in the classroom. Ms. Wilson noted that through conversations at the district review meetings at each school, needs of individuals and cohorts are identified and what additional learning supports can be provided. This ties in nicely to the survey results in terms of the added counselling time, especially coming out of the pandemic and in considering the learning profiles of the district's students.

**4. PUBLIC QUESTION PERIOD**

Trustees and Senior Staff then received comments and provided clarification on the following:

- The district will be allocating \$10,000 to the Tribune Bay Outdoor Education Centre as it does each year (SD69 and SD71 are partners on the Park Use Agreement for the site).
- While additional supports for trades was one of the themes from the budget survey and partner group conversations, other supports were prioritized. A temporary posting for a mechanic was filled during a leave of another mechanic. Further to a question on the cost for a half-time mechanic which would be approximately \$47,500 wage and benefit cost at a Trades rate.
- Following discussions with trustees and partner groups on April 12th, staff had reviewed the budget pressure allocations resulting in presenting the mental health allocation as a separate line item and detailing the district initiatives, resulting in a \$20,000 reduction in the budget requests.
- There is no proposed reduction to administrative staffing – staff do continue to find reductions on an ongoing basis, i.e. in the areas of professional development funds.
- Work has been done to compare staffing levels to student FTE over the past 20 years and currently the number of teachers in the district matches 2006 levels when there were 5100 students in the district. Education Assistant time has increased by 20% over the last 10 years, custodial time has increased somewhat in commensurate with covid but also due to rented space; however, clerical staffing has not increased since the shift from middle schools and the closure of four schools and an increase in the number of students at a site. The extra \$80,000 is to bring the ratio of clerical to FTE into alignment. Administration time across the district has stayed flat across that time.

- Costs for the programs and choice and specialty academies are provided regularly at the Finance and Operations and the Education Committee of the Whole meetings. Some are fee-based with students paying the extra for certificates and the board policy on programs and academies allow the board to retrieve some of the costs. They are costly with some support through the fees collected by the international student program and extra fees. Going forward the intent is to run these programs on a break-even basis and if the district is supplementing them, then that would be a conscious decision that is collectively made. It was noted that the Golf Program is not a district but rather an after-school program run by the golf course.
- As the board was right-sizing its programs and putting them through a board process, information on the programs of choice and specialty academies had been removed from the district website and will be reposted. The student fee process is also underway for the 2022-2023 school year and those fees will be published once received by the Board.
- There are no administrative cost savings when the board office is closed to the public for 2 months of the year. There are still staff working, it is just closed to the public to allow a break for the staff.
- The cost of the Prism report is \$20,000 which is being funded by BC Hydro grants. It is anticipated that the final report and recommendations will be received in the fall and any cost to the district would be the implementation of the cost-savings measures over the course of 2 years. A mid-term report had been requested at a recent committee of the whole meeting and Prism had since advised that it was not able to provide a report until the summer as there is still work to be done to review the data and more data to be obtained over the coming summer months. It was noted that when the district receives information from a contractor, if it is dealing with personnel it is not for public consumption and if it is about the organization then it should be geared towards sharing publicly, first to the board, then staff, and then the public should have access to it should they be interested.
- Staff can move forward with the core staffing without it having to come to a budget conversation should the board not pass the budget until May or June and any questions regarding supplemental staffing can be discussed in camera and approved at that time.

Secretary Treasurer Amos will prepare the preliminary budget based on the night's recommendations and proposals after which he will present it to the Board for deliberation at the April 26<sup>th</sup> Board Meeting.

**5. DATE OF NEXT REGULAR PUBLIC BOARD MEETING**

Tuesday, April 26<sup>th</sup>, 2022 at 6:00 p.m. via Zoom

**6. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 7:30 p.m.

---

CHAIRPERSON

---

SECRETARY TREASURER





SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING**

**SECTION 72 REPORT  
APRIL 26, 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

The Board of Education discussed the following topics:

- Personnel
- Labour Relations
- Legal

No motions were presented for approval by the Board.

---

Chairperson

---

Secretary Treasurer

---

## STATEMENT

For Immediate Release  
2022ECC0034-000687  
May 1, 2022

Ministry of Education and Child Care

### **Minister's statement on child care month**

VICTORIA – Katrina Chen, Minister of State for Child Care, has released the following statement for the child care month of May:

“Every parent wants to give their child the best start in life. Child care helps give children access to quality early learning programs and enables parents to pursue work, education and opportunity. Quality early care and learning programs contribute to children’s healthy development and celebrate and honour children’s identity and language.

“For years, parents in B.C. were left with a patchwork system where child care was treated as a luxury. As we enter the fifth year of our 10-year ChildCareBC plan, we are making significant progress to turn the corner and reverse this. Since launching our plan in 2018, we have been working hard through ChildCareBC to build spaces, lower fees and train qualified professionals.

“Tens of thousands of parents are already saving up to \$1,600 a month per child through the Affordable Child Care Benefit and the Child Care Fee Reduction Initiative, and thousands more are paying \$10 a day or less in our \$10 a Day sites. Together with federal investments, average child care fees will be cut by 50% from 2019 levels for families with children under five by the end of 2022.

“We know that expanding the child care system requires new early childhood educators (ECEs), the workforce behind the workforce and the heart of child care. As we enter into Child Care Month, I want to thank the thousands of B.C. child care professionals and celebrate and honour the work you do today and every day caring for our children. British Columbians are grateful for your hard work, sacrifice and dedication, especially during the past two years of the pandemic.

“In recognition of your valuable contribution to the fabric of B.C., we have invested in providing bursaries, doubling the number of ECE student spaces at post-secondary schools, and enhancing ECE wages by \$4 per hour.

“Investing in child care and the early years is good for children and families, communities, and the economy. That’s why we’re building a future where access to affordable child care is a core service that’s available to families when and where they need it. We know there is more work to do, and we’re committed to continuing our progress for B.C. families.

“Join me in celebrating Child Care Month and all child care professionals and providers – whether private, public, in-home, non-profit, group, preschool, or school-age – that give our children such a great start in their young lives and help build a StrongerBC for everyone.”

---

## NEWS RELEASE

For Immediate Release  
2022ECC0035-000689  
May 2, 2022

Ministry of Education and Child Care

### **B.C. reaches milestone in newly funded child care spaces**

LANGLEY – British Columbia has surpassed 30,500 new child care spaces funded since the launch of ChildCareBC in 2018, giving parents greater ability to pursue work, school and other opportunities while knowing their children are cared for.

After weeks of celebrating new spaces in regions throughout B.C., two child care providers in the Langley region have received New Spaces Funding to create 146 new licensed child care spaces for families, helping reach a milestone for new licensed child care spaces funded since July 2018.

“Funding more than 30,500 new licensed child care spaces is a true cause for celebration and is made possible by the providers and organizations that have stepped up to apply for New Spaces funding,” said Katrina Chen, Minister of State for Child Care. “Funding more spaces is good for families, for communities and for the economy because it means more parents will be able to pursue their careers, return to school and be active in their communities, all while knowing their children are well cared for. We are making sure child care is no longer a luxury but a core service for all.”

Provincial funding of \$84 million and more than \$35 million in federal funding from the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement are supporting 77 child care sites around B.C. to create 3,587 new licensed child care spaces in the latest round of the New Spaces Fund program.

“High-quality, affordable and inclusive child care is becoming a reality in British Columbia,” said Carla Qualtrough, Minister of Employment, Workforce Development and Disability Inclusion and Member of Parliament for Delta. “This is a game changer for so many parents, especially mothers who won’t have to choose between raising a family and having a career. I’m so excited to see what a difference this is going to make for children, families, for workers – for entire communities – across our province.”

Since the launch of ChildCareBC, the Province has invested \$2.7 billion in ChildCareBC, and the government of Canada invested more than \$662 million in early learning and child care in British Columbia since 2017.

“My daughter has been enrolled in Cookie Monster Preschool for the past two years, and going to school has provided her with invaluable socialization opportunities with children her age,” said parent Heather Gillard. “It has also helped build her confidence and provided her with comfort through predictable daily routines and caring, supportive teachers. I know it is the right choice for her when I see her wake up excited to learn and play with her friends!”

New spaces require new early childhood educators (ECEs). A recruitment and retention

strategy was included as part of B.C.'s 10-year ChildCareBC plan, launched in 2018. Progress since then includes:

- providing more than 10,000 bursaries to support nearly 6,000 ECE students;
- creating 1,150 new ECE student spaces at post-secondary schools, which more than doubles the number of seats since 2018; and
- enhancing ECE compensation by \$4 per hour.

B.C. Budget 2022 builds on this through a \$3.9-million investment over the next three years to add another 390 new ECE seats at public post-secondary institutions in B.C.

As a result of ChildCareBC investments, parents in B.C. have saved \$960 million.

### **Quick Facts:**

- In 2022-23, B.C. Budget 2022 is providing an additional \$30 million for the ChildCareBC New Spaces Fund to further expand the number of licensed child care spaces, with a focus on spaces for school-aged children.
- More than 30,500 children receive support through the Province's 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.
- In 2021-22, fee reductions were approved for more than 69,000 child care spaces at more than 3,600 child care facilities in B.C. through the Child Care Fee Reduction Initiative (CCFRI).
- Participating in CCFRI is a requirement of New Spaces Funding and it means parents of children age five and under will see savings of up to \$350 per month per child, depending on their age.
- To support the goal of ensuring access to quality, affordable, flexible and inclusive early learning and child care, the Government of Canada will contribute \$3.2 billion for child care in British Columbia over five years through the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement.
- This is in addition to more than \$323 million provided through the 2021-2022 to 2024-2025 Canada-British Columbia ELCC Agreement, which included \$49.2 million through a one-time investment in 2021-22 to support the early childhood educator workforce.
- By March 2026, B.C. families will benefit from the funding of approximately 60,000 new licensed spaces for all ages of child care since the launch of ChildCareBC through provincial and federal support; this will rise to approximately 70,000 by March 2028.

### **Learn More:**

For more about ChildCareBC, visit: [www.gov.bc.ca/childcare](http://www.gov.bc.ca/childcare)

For more about the New Spaces Fund, visit: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund>

Details on the latest New Spaces Fund projects throughout B.C.: [https://news.gov.bc.ca/files/New\\_Spaces\\_Fund\\_Backgrounder.pdf](https://news.gov.bc.ca/files/New_Spaces_Fund_Backgrounder.pdf)

For more about Toward \$10-a-Day: Early Learning and Child Care: <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces->

[territories/british-columbia-canada-wide-2021.html](https://www2.gov.bc.ca/gov2/territories/british-columbia-canada-wide-2021.html)

Two backgrounders follow.

**Contacts:**

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

Mohammad Hussain  
Press Secretary  
Office of the Minister of Families, Children and  
Social Development, Karina Gould  
Mohammad.a.Hussain@hrsdc-rhdcc.gc.ca

---

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

---

## BACKGROUND 1

For Immediate Release  
2022ECC0035-000689  
May 2, 2022

Ministry of Education and Child Care

### **What people are saying about New Spaces Fund spaces in Langley**

#### **Val van den Broek, mayor, City of Langley –**

“Langley City Council endorsed a first-of-its-kind Child Care Action Plan in 2020, which illustrated the need for affordable, equitable, accessible and quality child care that meets the diverse needs of residents. On behalf of council and staff, this is a welcome announcement from the provincial and federal governments, which are investing more than \$2.3 million of the ChildCareBC New Spaces Fund to renovate Douglas Recreation Centre in order to accommodate 72 additional child care spaces for Langley City families. This is another example of different levels of government working together to prioritize the needs of British Columbians.”

#### **Sharon Pearce, Cookie Monster Preschool parent –**

“I have had the privilege of enjoying watching my kids thrive for seven years at Cookie Monster Preschool and love everything about child care. I have two Cookie Monster Preschool graduates, two kids still enjoying every minute of it and a two year old who can't wait. I am grateful for happy smiles as my children enter the classroom with enthusiasm.”

#### **Andrew Mercier, MLA for Langley –**

“Families in Langley need access to affordable child care – especially before- and after-school care. Our government is making good on our promise to create more safe and accessible child care options for families, including 72 new spaces at Cookie Monster Preschool here in Langley.”

#### **Megan Dykeman, MLA for Langley East –**

“For too long, parents in our community have struggled to find affordable child care. These new spaces will benefit the entire Langley region. Combined with our government’s child care fee-reduction program and recently announced \$10 a Day spaces, we are making real progress for local families.”

#### **Contacts:**

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

Mohammad Hussain  
Press Secretary  
Office of the Minister of Families, Children and  
Social Development, Karina Gould  
Mohammad.a.Hussain@hrsdc-rhdcc.gc.ca

---

## BACKGROUND 2

For Immediate Release  
2022ECC0035-000689  
May 2, 2022

Ministry of Education and Child Care

### **New Spaces Fund evaluation criteria**

The intake for the 2021-22 ChildCareBC New Spaces Fund opened on Sept. 13, 2021, and closed on Nov. 16, 2021. Applications were evaluated against criteria set out in the ChildCareBC New Spaces Fund guidelines to align with provincial priorities and with federal direction outlined in the Canada-Wide Early Learning and Child Care agreement to focus on spaces that are run by public and non-profit institutions.

Priority areas for this intake included child care providers that will deliver on the creation of:

- infant-toddler child care spaces
- spaces serving priority populations including:
  - low-income families
  - children with support needs
  - Indigenous children and families
  - families new to Canada
  - young parents (25 years and younger)
  - Black and other children and families of colour
  - francophone children
- spaces co-located with other community or family services, such as on school grounds (including K-12 and public post-secondary)
- fully inclusive and accessible child care spaces that allow children of all abilities to participate meaningfully (i.e., accessible physical design and application of program inclusion policy)
- projects with a provincial cost per space of \$40,000 or less

The 2022-23 intake of the New Spaces Fund applications will open in spring/summer 2022.

#### **Contacts:**

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

Mohammad Hussain  
Press Secretary  
Office of the Minister of Families, Children and  
Social Development, Karina Gould  
Mohammad.a.Hussain@hrsdc-rhdcc.gc.ca

---

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



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Early Years Table  
**Meeting Location:** Zoom  
**Meeting Time:** Noon May 5, 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, VIRL, RDN, Mamas For Mamas,

### Indigenous Acknowledgment

#### Pete the Cat Feedback

- Positive feedback from partners: personal and professional experiences
- Reduced numbers allowed for more engaged experience with families
- Not as loud with new flooring in The Pond and reduced attendance
- DPAC was thrilled to be involved and wants to come back again next year
- Quilters guild provided bags were well received
- Two sessions better, long day for partners that are there on their own but worth it
- SOS – had kids with sensory issues come later in the session and they were able to enjoy the event successfully

#### Childcare Update

- Arrowview Kids Club going well, looking to expand out of school care programs
- EES doing well, looking to expand after school program
- Coalition has been connected to Karen Love with BGCCVI, will invite to June meeting
- Into the Woods – have formed a not-for-profit
- SD69 working on seamless day, will continue at EES, hoping to add a second school, and hope to add Oceanside Elementary. Still working through what it will look like having child care be under Ministry of Education (no longer MCFD)
- ELCCO Meeting May 27

#### Mamas for Mamas Presentation

- Check out their website: <https://www.mamasformamas.org/>
- Email contact: [lhaupt@mamasformamas.org](mailto:lhaupt@mamasformamas.org)
- Looking to make connections within Oceanside to spread the work about their organization.
- Invited to join coalition
- SD69 would like handouts on organization once Lisa has them available

**Next Meeting** June 2 at Noon (maybe in person?)





## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** French Advisory Council (FAC)  
**Meeting Location:** EOES Multi-purpose room  
**Meeting Time:** Monday, May 9, 2022

**Mandate** – FAC provides advice, recommendations and feedback to senior staff on matters relating to French language programs in the District.

**Role** - FAC meets at least three times each year to discuss strategic priorities as they relate to funding allocation and program development:

- To promote and support French Language learning in SD69
- To support relevant, accessible, high quality FSL programs that optimize resources and appropriately complement district programming
- To help integrate FSL program guidelines within the district's learning framework, as well as serve as a forum for ongoing sharing of perspectives on program directions
- To ensure our district programs align with federal funding guidelines

### **Committee Structure and attendance:**

District Senior Leadership Team/Language Program Lead, **Rudy Terpstra**; Board of Education, **Trustee Young**; Principal/Vice Principal of Immersion schools, **Brayden Gordon (ÉOES)** and **Ben Braun (EBSS)**; Immersion Teachers: Primary **Amy Grainger**, Intermediate – **Angela Dodd**, Secondary – **Francois Provencher**; Parents: CPF **Angel Delange**, DPAC **Andrea Button** (Absent) school PAC **Julie (Absent)** and **Natalie**(Absent)

### **1. Territorial Acknowledgement In French**

### **2. School Updates**

#### **a. École Oceanside Elementary:**

- Working on Formal Oral Presentations (Younger students – a poem; Older students - a presentation)
- 2 students attended the Provincial Presentations
- Hard focus on Numeracy throughout the school but especially math language and conceptual skills in French Immersion.
- Still down one division in enrollment next year.

#### **b. École Secondaire Ballenas Secondary:**

- Diverse needs of learners are being supported
- Transitioning for next year Grade 8's has started. Some students transition out of the FI program as they transition to high school.
- Discussion regarding First Peoples' in FI.
- Professional Development and collaboration is on-going

### **3. District Update**

- May 25 – Grade 7 Health Conference at Nanoose Place
- Student Year end Celebration like last year
- PATH – May 18 12-3:30 will involve 10 people

### **4. CPF (Canadian Parents for French Group)**

- Very important group to keep going in our district. Needs more parents to join and some to become active. Contact Angel Delange through DPAC.

### **5. Next FAC meetings: TBD**

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

Action Item	Responsibility	Status	Proposed Deadline
<p><b>THAT</b> 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"> <li>• Analysis of Prism data and recommendations</li> <li>• Identification of a site for this pilot project, possibly new construction, renovation or retrofits to existing buildings.</li> <li>• Costing and potential funding and financing options.</li> <li>• Educational opportunities for students, staff and the community</li> </ul> <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><b>Use of Common Space for Artwork</b> - March 10, 2020  <b>THAT</b> the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and,  <b>THAT</b> this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	<p>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>	
<p><b>Climate Action Symposium</b> - December 17, 2019  <b>THAT</b> the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	<p>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.</p>	TBD

Annual Budget

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

June 30, 2023

# School District No. 69 (Qualicum)

June 30, 2023

## Table of Contents

Bylaw ..... 1

Annual Budget - Revenue and Expense - Statement 2 ..... 2

Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 ..... 4

Annual Budget - Operating Revenue and Expense - Schedule 2 ..... 5

    Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source ..... 6

    Schedule 2B - Annual Budget - Schedule of Operating Expense by Object ..... 7

    Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object ..... 8

Annual Budget - Special Purpose Revenue and Expense - Schedule 3 ..... 10

    Schedule 3A - Annual Budget - Changes in Special Purpose Funds ..... 11

Annual Budget - Capital Revenue and Expense - Schedule 4 ..... 13

\*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 24th DAY OF MAY, 2022;

---

Chairperson of the Board

( Corporate Seal )

---

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 24th DAY OF MAY, 2022.

---

Secretary Treasurer

# School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	4,379,000	4,428,063
Adult	3,000	2,750
<b>Total Ministry Operating Grant Funded FTE's</b>	<u>4,382,000</u>	<u>4,430,813</u>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
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
<b>Total Revenue</b>	<u>60,920,445</u>	<u>60,905,673</u>
<b>Expenses</b>		
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
<b>Total Expense</b>	<u>61,330,517</u>	<u>61,645,766</u>
<b>Net Revenue (Expense)</b>	<u>(410,072)</u>	<u>(740,093)</u>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	400,551	805,375
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(9,521)</u>	<u>65,282</u>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(9,521)	65,282
<b>Budgeted Surplus (Deficit), for the year</b>	<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
<b>Budget Bylaw Amount</b>		
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
<b>Total Budget Bylaw Amount</b>	<u>61,749,067</u>	<u>62,064,316</u>

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



# School District No. 69 (Qualicum)

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

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
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
<b>Total Revenue</b>	<b>51,650,018</b>	<b>51,214,794</b>
<b>Expenses</b>		
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
<b>Total Expense</b>	<b>51,632,019</b>	<b>51,601,619</b>
<b>Net Revenue (Expense)</b>	<b>17,999</b>	<b>(386,825)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>400,551</b>	<b>805,375</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(418,550)	(418,550)
<b>Total Net Transfers</b>	<b>(418,550)</b>	<b>(418,550)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# 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
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
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
<b>Total Provincial Grants - Ministry of Education</b>	<b>46,940,018</b>	<b>47,204,794</b>
<b>Provincial Grants - Other</b>	<b>150,000</b>	<b>150,000</b>
<b>Tuition</b>		
International and Out of Province Students	3,700,000	3,000,000
<b>Total Tuition</b>	<b>3,700,000</b>	<b>3,000,000</b>
<b>Other Revenues</b>		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	90,000
<b>Total Other Revenue</b>	<b>140,000</b>	<b>140,000</b>
<b>Rentals and Leases</b>	<b>600,000</b>	<b>600,000</b>
<b>Investment Income</b>	<b>120,000</b>	<b>120,000</b>
<b>Total Operating Revenue</b>	<b>51,650,018</b>	<b>51,214,794</b>

# 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
	\$	\$
<b>Salaries</b>		
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
<b>Total Salaries</b>	<b>35,678,334</b>	<b>36,156,780</b>
<b>Employee Benefits</b>	<b>9,341,930</b>	<b>9,365,834</b>
<b>Total Salaries and Benefits</b>	<b>45,020,264</b>	<b>45,522,614</b>
<b>Services and Supplies</b>		
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
<b>Total Services and Supplies</b>	<b>6,611,755</b>	<b>6,079,005</b>
<b>Total Operating Expense</b>	<b>51,632,019</b>	<b>51,601,619</b>

# 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
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
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
<b>Total Function 1</b>	<b>19,551,359</b>	<b>3,352,317</b>	<b>3,630,690</b>	<b>1,580,453</b>	<b>357,466</b>	<b>1,355,065</b>	<b>29,827,350</b>
<b>4 District Administration</b>							
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
<b>Total Function 4</b>	<b>-</b>	<b>143,650</b>	<b>-</b>	<b>325,809</b>	<b>1,123,836</b>	<b>3,000</b>	<b>1,596,295</b>
<b>5 Operations and Maintenance</b>							
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							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,569,992</b>	<b>244,856</b>	<b>327,282</b>	<b>3,142,130</b>
<b>7 Transportation and Housing</b>							
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							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>968,158</b>	<b>64,086</b>	<b>80,315</b>	<b>1,112,559</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>19,551,359</b>	<b>3,495,967</b>	<b>3,630,690</b>	<b>5,444,412</b>	<b>1,790,244</b>	<b>1,765,662</b>	<b>35,678,334</b>

# 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
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	18,178,313	4,677,753	22,856,066	1,032,485	23,888,551	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	84,168	764,066	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
<b>Total Function 1</b>	<b>29,827,350</b>	<b>7,839,798</b>	<b>37,667,148</b>	<b>3,617,833</b>	<b>41,284,981</b>	<b>41,546,302</b>
<b>4 District Administration</b>						
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
<b>Total Function 4</b>	<b>1,596,295</b>	<b>345,220</b>	<b>1,941,515</b>	<b>532,540</b>	<b>2,474,055</b>	<b>2,373,985</b>
<b>5 Operations and Maintenance</b>						
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
<b>Total Function 5</b>	<b>3,142,130</b>	<b>824,595</b>	<b>3,966,725</b>	<b>2,090,782</b>	<b>6,057,507</b>	<b>5,894,233</b>
<b>7 Transportation and Housing</b>						
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
<b>Total Function 7</b>	<b>1,112,559</b>	<b>332,317</b>	<b>1,444,876</b>	<b>370,600</b>	<b>1,815,476</b>	<b>1,787,099</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>35,678,334</b>	<b>9,341,930</b>	<b>45,020,264</b>	<b>6,611,755</b>	<b>51,632,019</b>	<b>51,601,619</b>

# School District No. 69 (Qualicum)

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

	2023 <u>Annual Budget</u>	2022 Amended <u>Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	5,048,625	5,517,919
Other Revenue	950,000	1,027,000
<b>Total Revenue</b>	<u>5,998,625</u>	<u>6,544,919</u>
<b>Expenses</b>		
Instruction	5,699,442	6,242,306
Operations and Maintenance	199,383	195,141
Transportation and Housing	99,800	107,472
<b>Total Expense</b>	<u>5,998,625</u>	<u>6,544,919</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<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
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			600,371						
<b>Add:</b> 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
<b>Less:</b> Allocated to Revenue	199,383	155,134	950,000	96,000	19,600	97,565	391,995	400,019	3,556,907
<b>Deferred Revenue, end of year</b>	-	-	<b>650,371</b>	-	-	-	-	-	-
<b>Revenues</b>	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									
<b>Expenses</b>									
Salaries									
Teachers									
Principals and Vice Principals						35,974			2,845,600
Educational Assistants	162,175	124,500					215,565	175,000	145,000
Support Staff									
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
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

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

	First Nation Student Transportation \$	Seamless Day Kindergarten \$	TOTAL \$
<b>Deferred Revenue, beginning of year</b>		32,222	632,593
<b>Add: Restricted Grants</b>			
Provincial Grants - Ministry of Education	99,800		5,016,403
Other	99,800	-	6,016,403
<b>Less: Allocated to Revenue</b>	99,800	32,222	5,998,625
<b>Deferred Revenue, end of year</b>	-	-	650,371
<b>Revenues</b>			
Provincial Grants - Ministry of Education	99,800	32,222	5,048,625
Other Revenue	99,800	32,222	950,000
<b>Expenses</b>			
Salaries			
Teachers			2,845,600
Principals and Vice Principals			35,974
Educational Assistants	84,345	23,500	538,565
Support Staff			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
<b>Net Revenue (Expense)</b>	-	-	5,998,625



# School District No. 69 (Qualicum)

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	
	\$	\$	\$	\$
<b>Revenues</b>				
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
<b>Total Revenue</b>	<b>3,271,802</b>	-	<b>3,271,802</b>	<b>3,145,960</b>
<b>Expenses</b>				
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
<b>Total Expense</b>	<b>3,699,873</b>	-	<b>3,699,873</b>	<b>3,499,228</b>
<b>Net Revenue (Expense)</b>	<b>(428,071)</b>	-	<b>(428,071)</b>	<b>(353,268)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	418,550		418,550	418,550
<b>Total Net Transfers</b>	<b>418,550</b>	-	<b>418,550</b>	<b>418,550</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	-	-	-	-
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(9,521)</b>	-	<b>(9,521)</b>	<b>65,282</b>



SD69 QUALICUM

**Ron Amos**  
**Secretary-Treasurer**

# Memo

**Date:** May 24, 2022  
**To:** Board of Education  
**cc:** Peter Jory, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** **22/23 Trustee Remuneration review**

---

**Rationale:**

The current Board, elected in 2018, is ending its 4-year term this Fall and a new Board will be elected at that time. As determined in Board Bylaw 2 (Board Structure) for the first year of the term, Trustee Remuneration will be the previous year's Provincial Average Trustee Remuneration as established by BCSTA.

**Background:**

The last time Trustee remuneration was reviewed by our Board was in November 2018 when a new CRA rule was set to change the income tax treatment for the expense allowance portion of remuneration, the one-third rule. At that time the Board supported an increase in remuneration of \$1,000 per trustee to offset the impact of this income tax change.

For Boards to calculate the Provincial Average, BCSTA annually surveys the 60 School Districts and reports that data back to Districts for information. The last survey information received was for a survey done in April 2021. As noted in the chart below, the Provincial Average for a Trustee is now \$17,919, so it follows that if that becomes the new benchmark, then the Vice Chair and Chair would receive an additional 10% and 20% respectively as defined in the Board Bylaw. For information, the range of Trustee remuneration is between \$7,550 and \$52,541 (Stikine and Coquitlam respectively).

	SD 69 effect. Dec1/20	SD 69 effect. Dec1/21	SD 69 based on Prov Avg	60 SD's Prov Avg (BCSTA)	12 SD's VI Avg (BCSTA)
Chair (+20%)	19,398	19,553	21,503	20,930	18,372
Vice Chair (+10%)	17,782	17,923	19,711	19,232	16,554
Trustee (x3)	16,165	16,294	<b>17,919</b>	<b>17,919</b>	15,628
Total	85,675	86,358	94,971		
		0.8%	10.0%		

There are at least two pressures that have impacted the larger increase that is needed to maintain level with the Provincial Average. The survey of 2017, which would have been the basis for the 2018 review, came before the impact from of the CRA rule change. Since that time Boards have made changes to their remuneration to reflect the impact of the CRA rule change. Also pressuring the Trustee provincial average are the ongoing efforts by School Boards to maintain some level of parity with Municipal Boards, i.e. Town/City/RD Councillors, which tend to have a more structured/corporate approach to annual increases.

**Recommendations:**

For Board discussion, with a possible motion of:

That the Board of Education of School District No. 69 (Qualicum) increase its Trustee remuneration to \$17,919 and the Chair and Vice Chair remuneration as per Board Bylaw 2 section IV.2, effective November 7, 2022.



## Briefing Note

**Date:** May 24, 2022

**To:** Board of Education

**From:** Peter Jory, Superintendent of Schools

**RE:** **School District 69 (Qualicum) Strategic Planning Timeline - Proposed**

---

### **Background:**

The current School District 69 (Qualicum) Strategic Plan is set to expire at the end of the 2022-23 school year. Throughout ongoing conversations related to the Provincial [Framework for Enhancing Student Learning](#) (FESL), our District FESL processes, and our District budget meetings, the need for a new District Strategic Plan has been raised a number of times. This briefing note offers a potential twelve-month timeline that would allow the District to move through a robust consultation process and develop a District Strategic Plan for potential implementation in the 2023-24 school year. The most successful and well-received District Strategic Plans are typically developed over several months by district teams using stakeholder and rightsholder input gathered through surveys and a variety of highly interactive sessions.

### **Proposed Process and Timeline:**

- June 2022 - Approval of Strategic Planning Timeline
  - Messaging to community on purpose, process, and timeline of the process
  - Formation of the Big Question Design Working Group (BQDWG)
- August 2022 - PVP Pro-D on Planning for Impact
  - BQDWG Completes Survey Questions
  - Board Retreat to Confirm Vision and Values
- September 2022 - Big Question Surveys out to Community
- Oct/Nov/Dec 2022 - School Sessions and Focus Groups on Local Goals and Planning
  - CIAC Discussions on District Principles of Learning
- Nov 2022 - "New" Board takes office
- Jan/Feb 2023 - Large Group Sessions to consider feedback and select Goals and Outcomes
- March 2023 - School Sessions and Focus Groups (Check-ins on Goal Selections)
- April 2023 - Development of Success Metrics
- May 2023 - Final Editing and Board Approval
- June 2023 - District Strategic Plan Published

### **Next Steps:**

If the Board is interested in pursuing a development process such as the one described above, further conversation could inform a final version which could be approved at the June 27<sup>th</sup>, 2023 public board meeting.

### **Recommendation:**

This briefing note is for information only.

Respectfully submitted,

Peter Jory  
Superintendent of Schools/CEO



**Education Committee of the Whole Report**  
**Tuesday, May 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. Kwalikum Secondary School Presentation on NOIE/Student Voice – Social Justice**

Heather Deering, Vice Principal shared activities and work the school is doing to support being, belonging and becoming. KSS has been part of the JOIE for the past few years and developed an inquiry question about transition and looking at how to support committee to create equity for all.

**b. Kwalikum Secondary School Trip Request for Approval in Principle (Germany, Czech Republic, Austria and Switzerland) for March 2023**

After some discussion it was a recommendation to bring the request for approval in principle for a Kwalikum Secondary School field trip to Europe in Spring 2023 to the regular board meeting for further discussion. If approval in principle is received at that time, Kwalikum Secondary students will be canvassed to determine if there is enough interest.

**c. Presentation by Dr. Sandra Allison – Social Prescribing (3:30)**

Presentation slides attached.

**d. Update from Director of Instruction**

- Rudy Terpstra provided a summary of the FSA results (summary attached)
- The District Educational Technology Plan 2021-2023 was presented to align with the current Strategic Plan, knowing the Board is in the process of a new Strategic Plan for the new school year. This will be presented to the Board for approval.

**4. INFORMATION**

**a. Extended Time for June Meeting for Learning Grant Presentations**

The June meeting time will be extended to allow for presentation from staff of schools who received learning grant funds.

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

- i. For further discussion/decision - Kwalikum Secondary School Trip Request for Approval in Principle (Germany, Czech Republic, Austria and Switzerland) for March 2023
- ii. District Educational Technology Plan

**6. NEXT MEETING DATE:**

Tuesday, June 21<sup>st</sup>, 2022 at 2:30 p.m. (via Zoom until further notice)  
Agenda will be Presentation of Learning Grant Projects 2021-2022

**7. ADJOURNMENT**

# **Emerging from the Pandemic: The Medical Health Officer's Concerns and Opportunities**

Dr. Sandra Allison

Central Island Medical Health Officer

May 17, 2022

# Outline

- Data and trends
- Community Recovery Ideas
- What matters going forward
  - Preparing for all hazards,
  - Building back community
  - Investing in generations to come

## Data sources

- **Adolescent Health Survey**
  - [https://www.mcs.bc.ca/pdf/balance\\_and\\_connection\\_centralvancouverisland.pdf](https://www.mcs.bc.ca/pdf/balance_and_connection_centralvancouverisland.pdf)
- **LHA profile**
  - <https://www.islandhealth.ca/sites/default/files/oceanside-local-health-area-profile.pdf>
- **BC COVID Speak**
  - <http://www.bccdc.ca/health-professionals/data-reports/bc-covid-19-speak-dashboard>
- **BCCDC Covid Impacts to Young Adults**
  - [http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID-Impacts/BCCDC\\_COVID-19\\_Young\\_Adult\\_Health\\_Well-being\\_Report.pdf](http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID-Impacts/BCCDC_COVID-19_Young_Adult_Health_Well-being_Report.pdf)



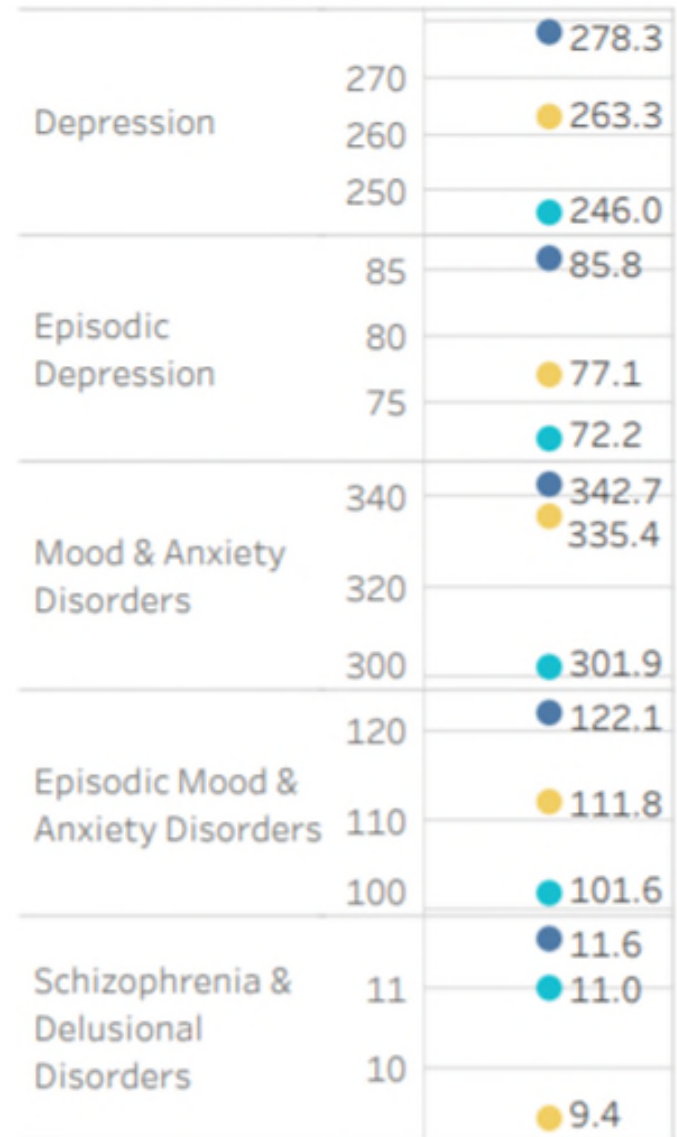
# Past 18 months, then and now

- Mental Health and Alcohol
- Children and Youth
- Isolation, Connectedness
- Seniors
- Health Services

# Mental Health

- In 2018, Oceanside reported more:
    - Depression
    - Anxiety
    - Other Mood Disorders
- Than the BC average

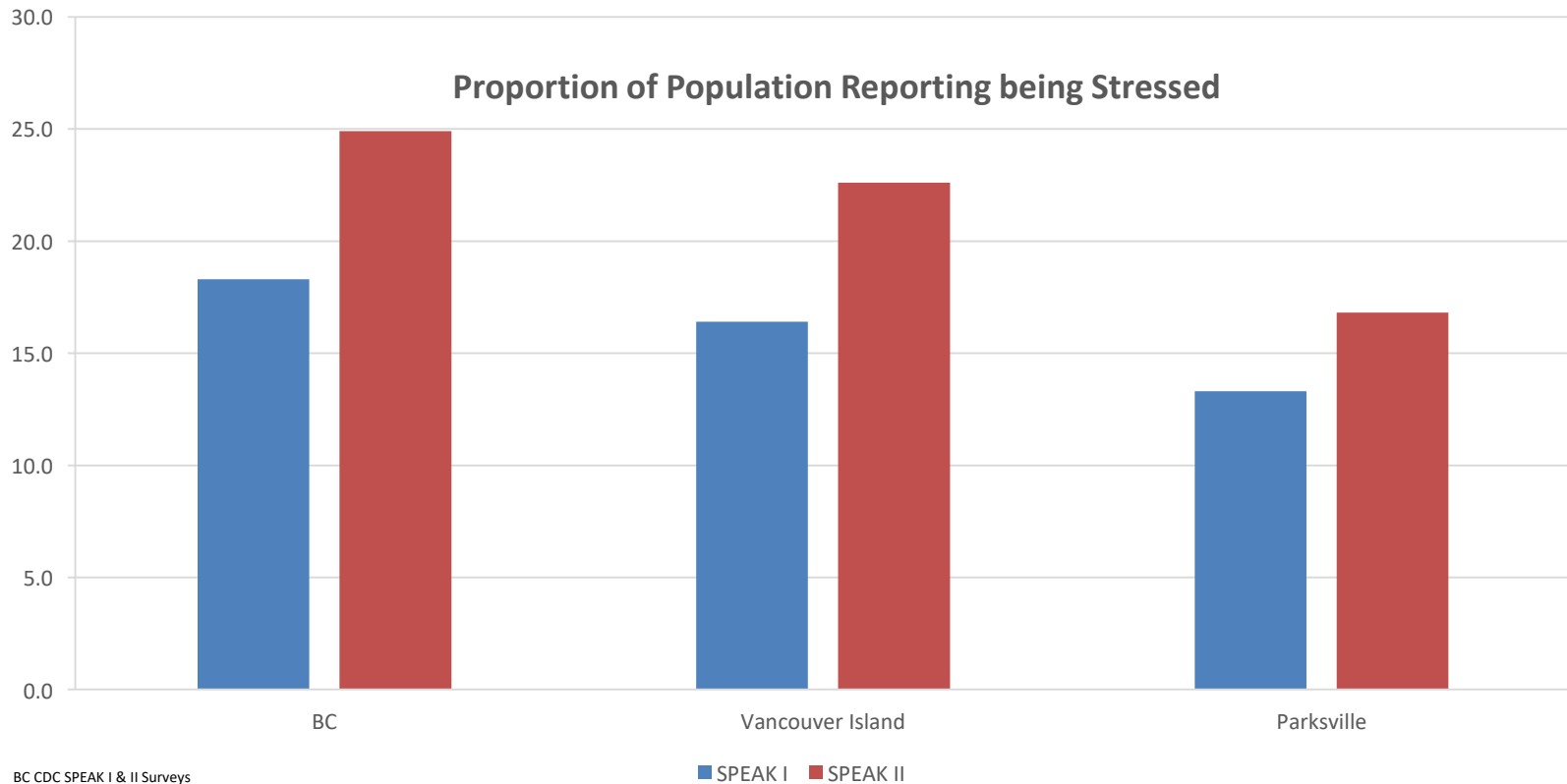
Chronic Disease Age Standardized Prevalence Per 1,000 Individuals



■ Oceanside    ■ Island Health    ■ BC

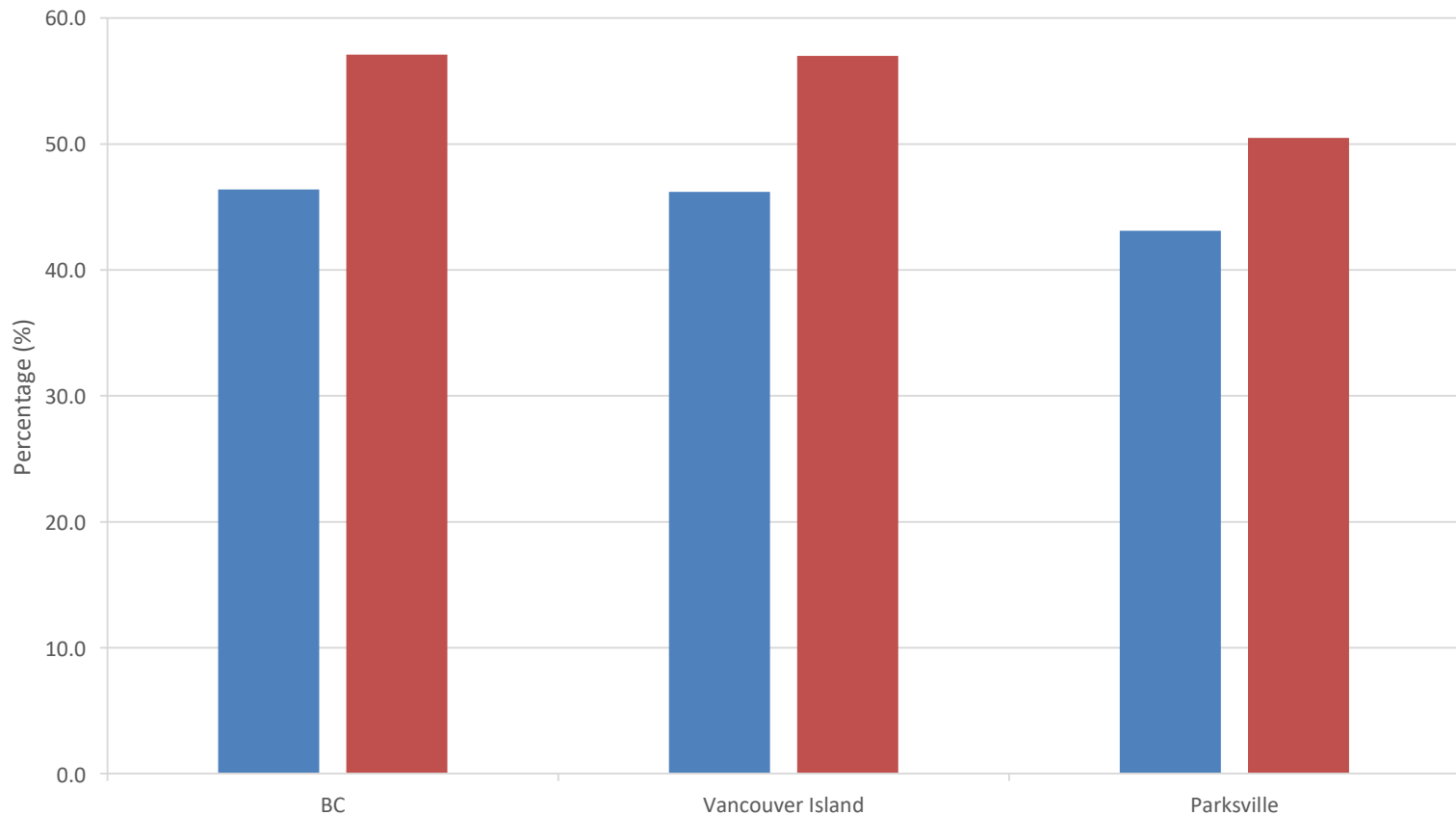
# Stress worsens in the Pandemic

- More people report experiencing stress in 2021



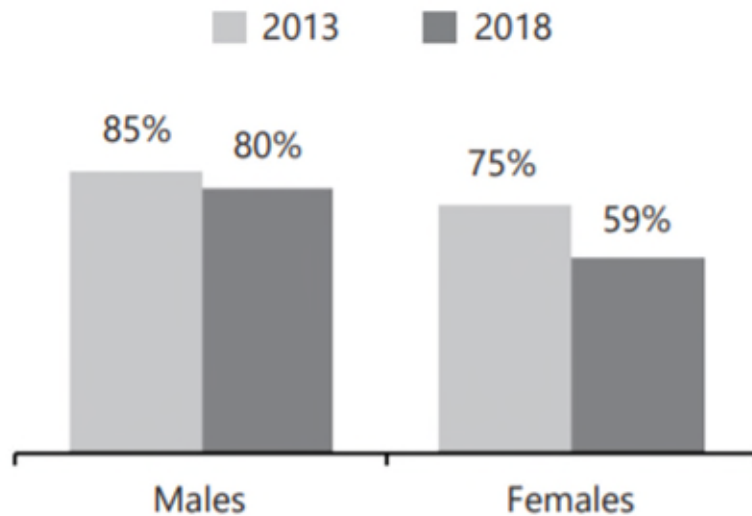
# Mental Health worsens during the Pandemic

Proportion of Population Reporting Worsening Mental Health by Geography and Time

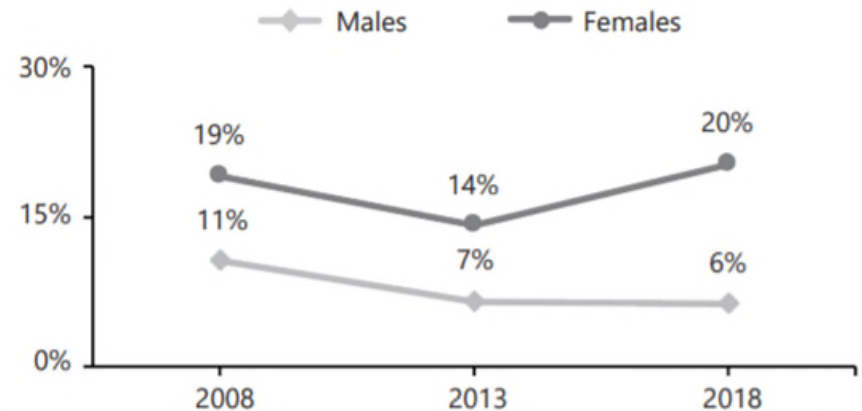


# Worsening Mental Health in Youth 2018

Central Vancouver Island youth who rated their mental health as good/excellent



Central Vancouver Island youth who experienced extreme stress in the past month



Note: For males, the difference between 2013 and 2018 was not statistically significant nor was the difference for females between 2008 and 2018.

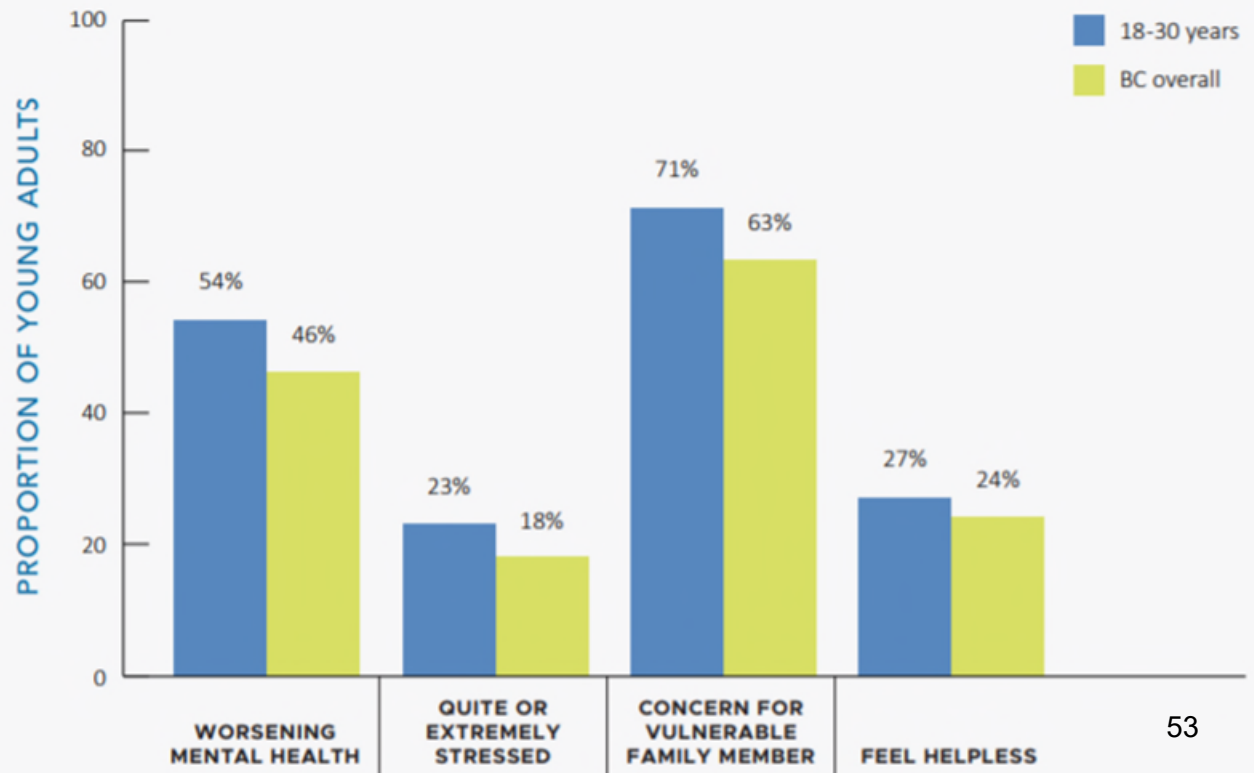
# Young Adult Mental Health-Related Outcomes During the Pandemic

- Significant impacts compared to BC population

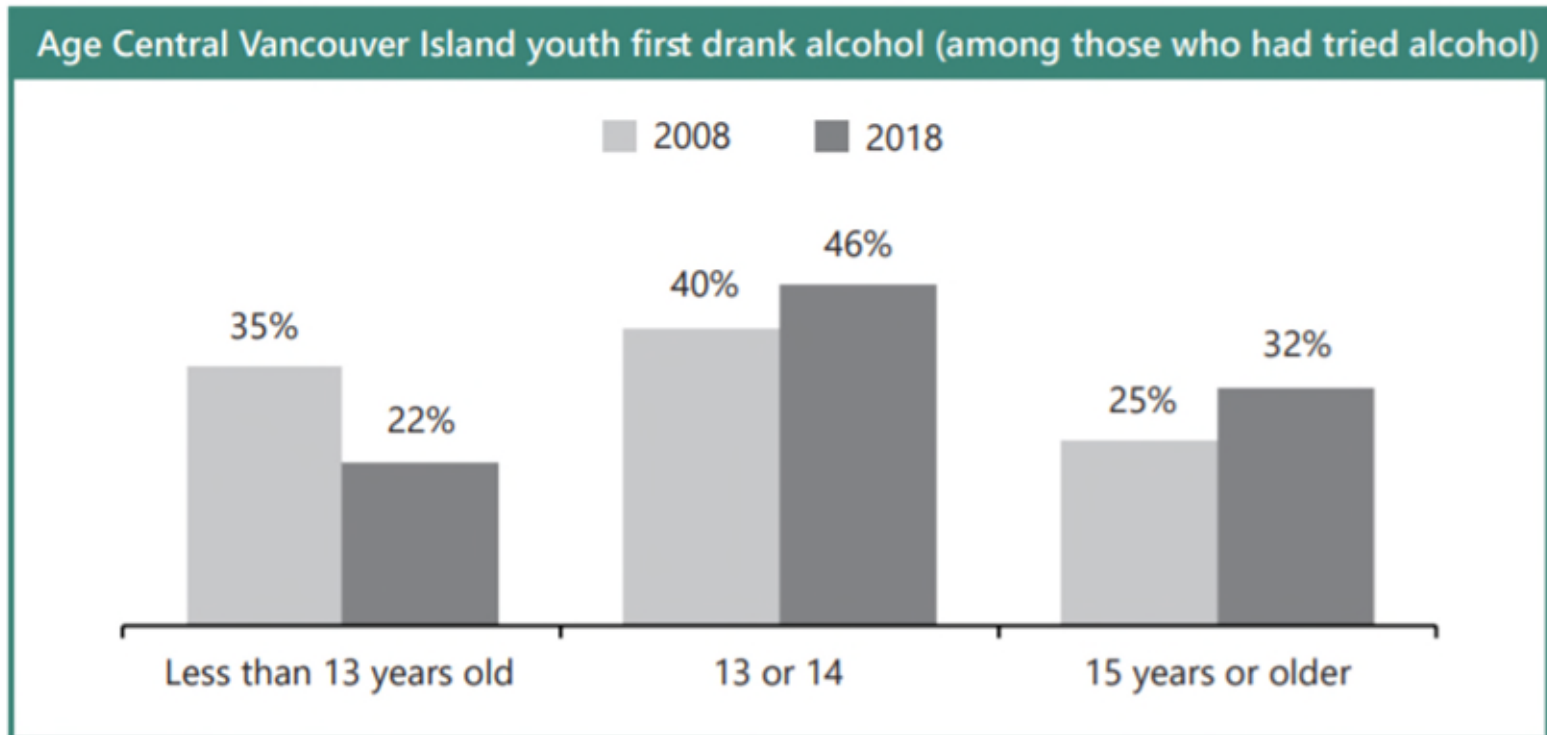
FIGURE 2

## Mental Health-Related Outcomes

Source: BC COVID-19 SPEAK Survey.  
Prepared by BC Centre for Disease Control, 2020



# Increasing Youth Alcohol Use 2018

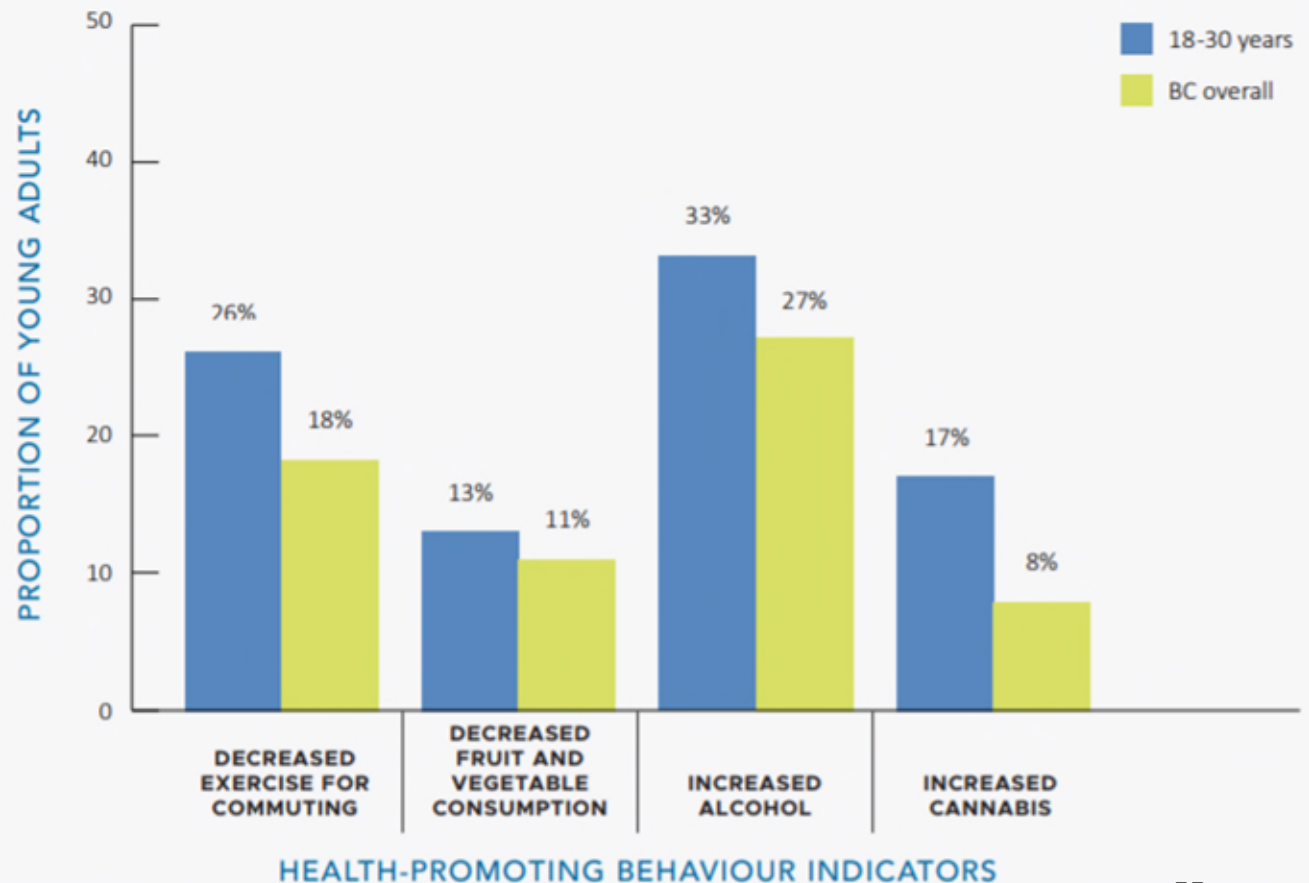


# Negative Health Behaviours Worsen in Young Adults in the Pandemic

FIGURE 4

Health-Promoting Behaviours –  
Negative Impact

Source: BC COVID-19 SPEAK Survey.  
Prepared by BC Centre for Disease  
Control. 2020





# Young Adult Economic Outlook Challenging during Pandemic

FIGURE 1

Economic Well-Being

Source: BC COVID-19 SPEAK Survey.  
Prepared by BC Centre for Disease Control. 2020



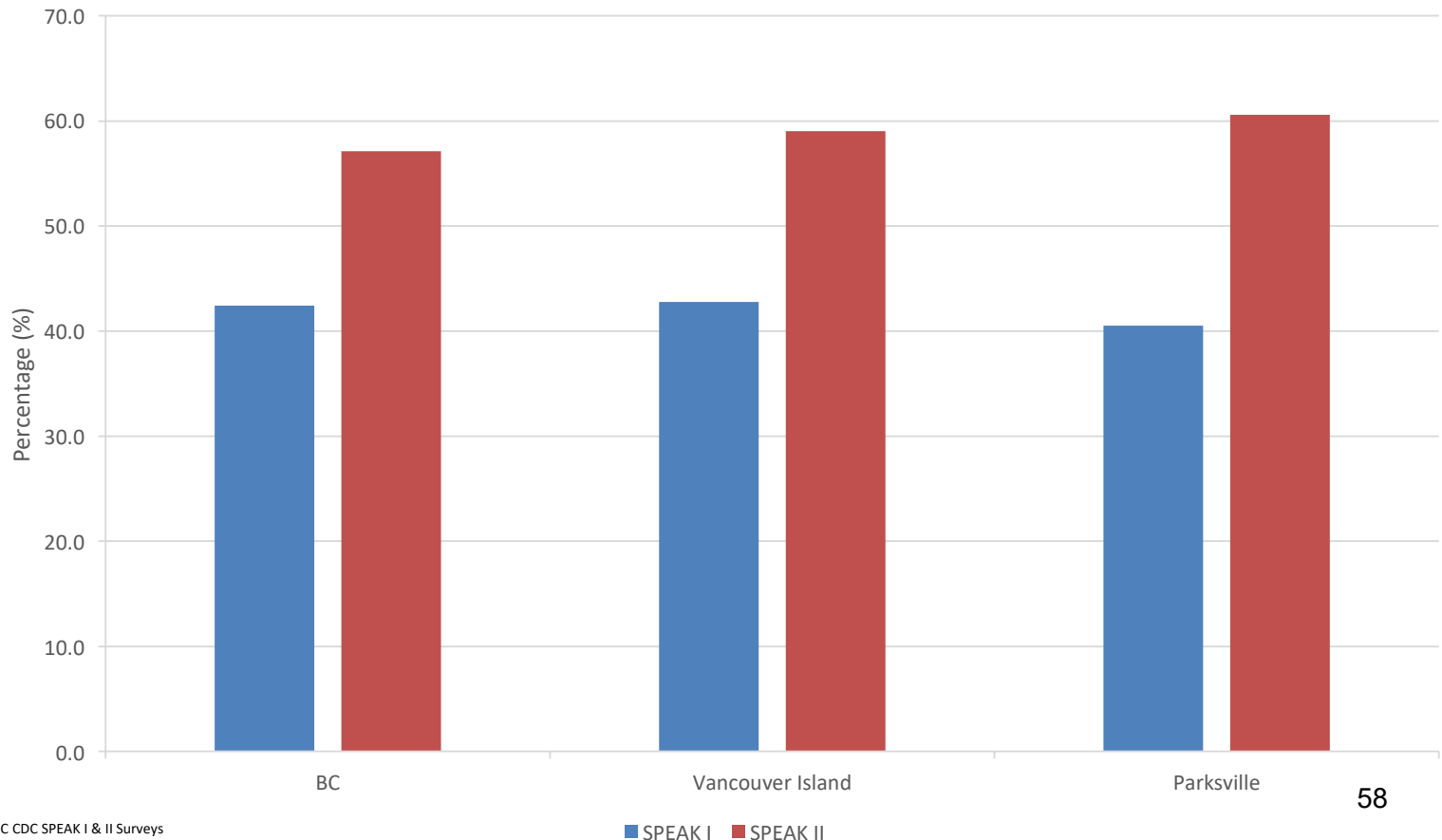
# **33% of Adults >45 reported Loneliness and 25% seniors>65 were Socially Isolated Before the pandemic**

- Social isolation significantly increased a person's **risk of premature death from all causes**, a risk that may rival those of smoking, obesity, and physical inactivity.<sup>1</sup>
- Social isolation was associated with about a **50% percent increased risk of dementia**.<sup>1</sup>
- Poor social relationships (characterized by social isolation or loneliness) was associated with a **29% increased risk of heart disease and a 32% increased risk of stroke**.<sup>1</sup>
- Loneliness was associated with **higher rates of depression, anxiety, and suicide**.
- Loneliness among heart failure patients was associated with a nearly 4 times increased risk of death, 68% increased risk of hospitalization, and 57% increased risk of emergency department visits.<sup>1</sup>

# Connection to Family in the Pandemic

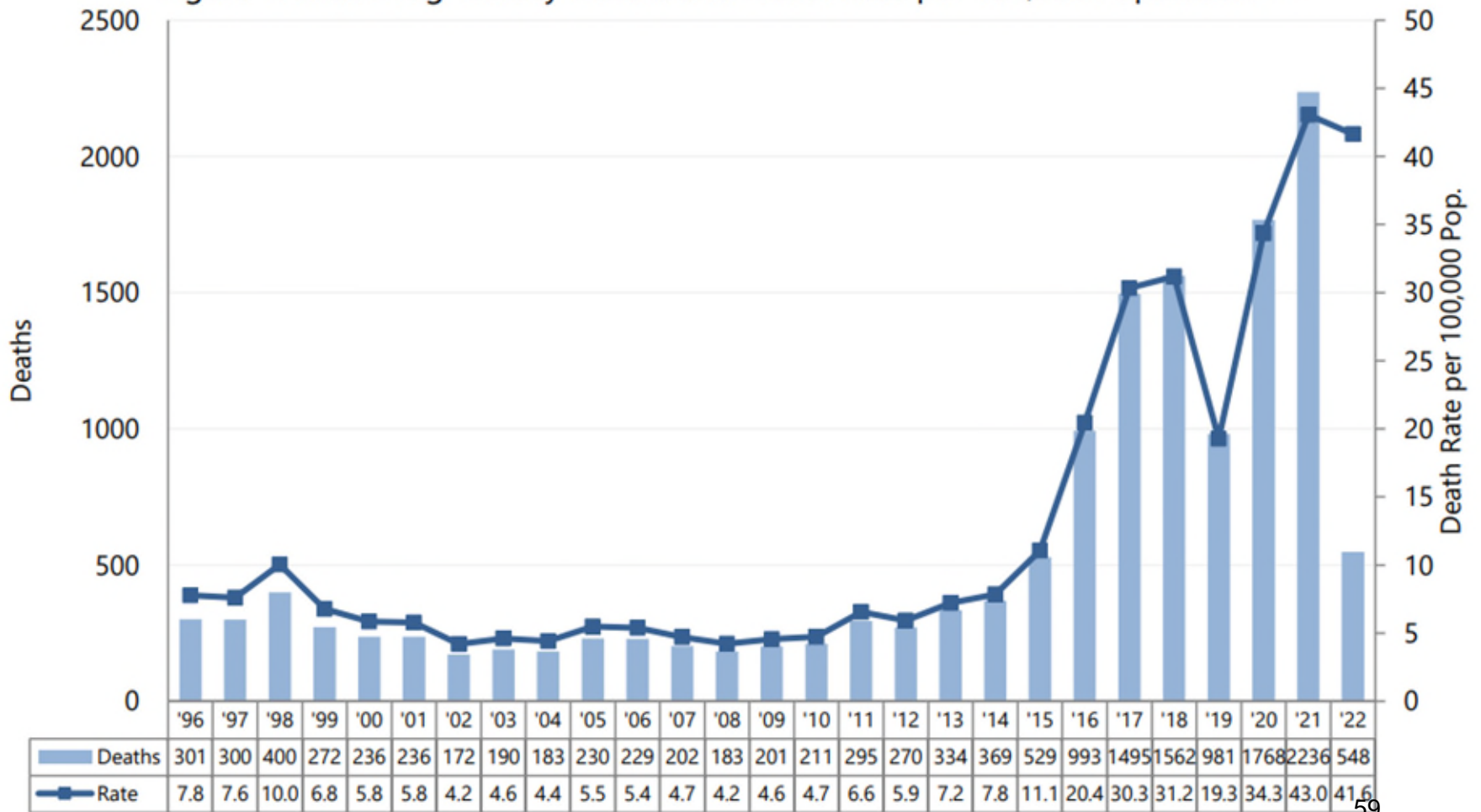
- Parksville area reported decreasing connection to family

Proportion of Population Reporting Decrease Connection with Family by Geography and Time

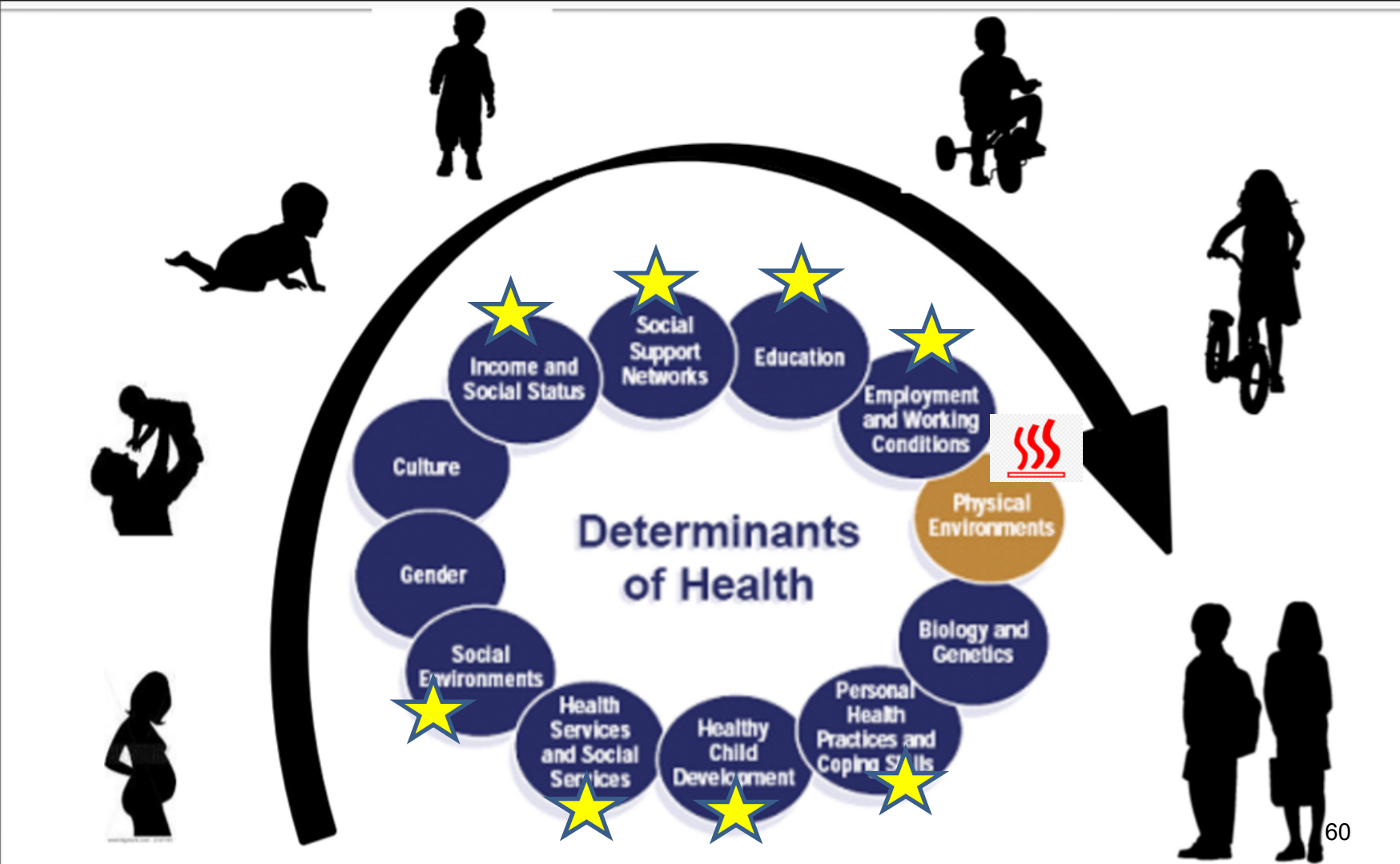


# Men Ages 30-59 in Private Residences

Figure 1: Illicit Drug Toxicity Deaths and Death Rate per 100,000 Population [3,5]



# The Pandemic Response Has Influenced Factors across all Ages and Determinants of Health



# Physical Health and Wellness

- Concerns for own health and health of family members
- Avoiding their family physician or find it difficult to access their family physician.
- Decreasing their physical activity and sleeping less



This Photo by Unknown Author is licensed under CC BY-ND.

# Mental Health

- Increasing their alcohol intake
- Sense of loss of control and helplessness
- Preoccupation with COVID
- High levels of stress
- Avoiding, or having difficulty accessing, counseling
- Men increased their cannabis intake





## Social and emotional wellbeing

- Greater loss of connection with friends and family
- Increased gender based violence
- Increased stress and anxiety
- Many report a greater sense of connection to community
- Some women report connecting more with friends



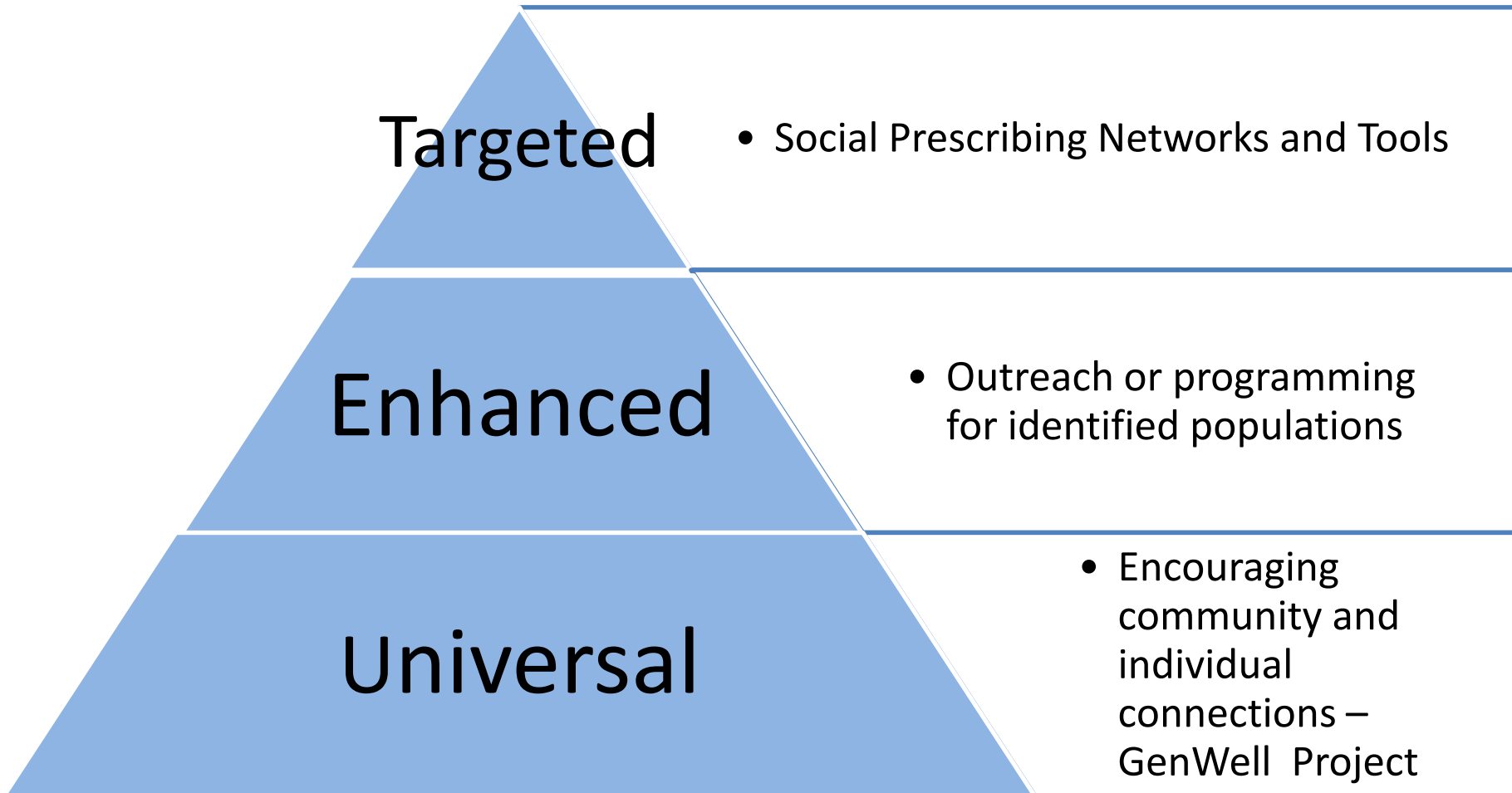
This Photo by Unknown Author is licensed under CC BY



# COVID Community Recovery Ideas

- Don't waste a good crisis
- Plan for a 'just recovery'
- Take a learning approach to adapt to the changes
- Engage community in dialogue
- Support and mobilize citizen action
- Re-imagine and diversify how we communicate
- Build on shifting worldviews
- Take a strengths based, human centred approach
- Embrace collective impact over competition
- Consider citizen role in future emergencies

# Rx for Healthy Connections





Social prescribing enables **primary care professionals** to refer people to a range of local, non-clinical services to support their health and wellbeing more holistically.

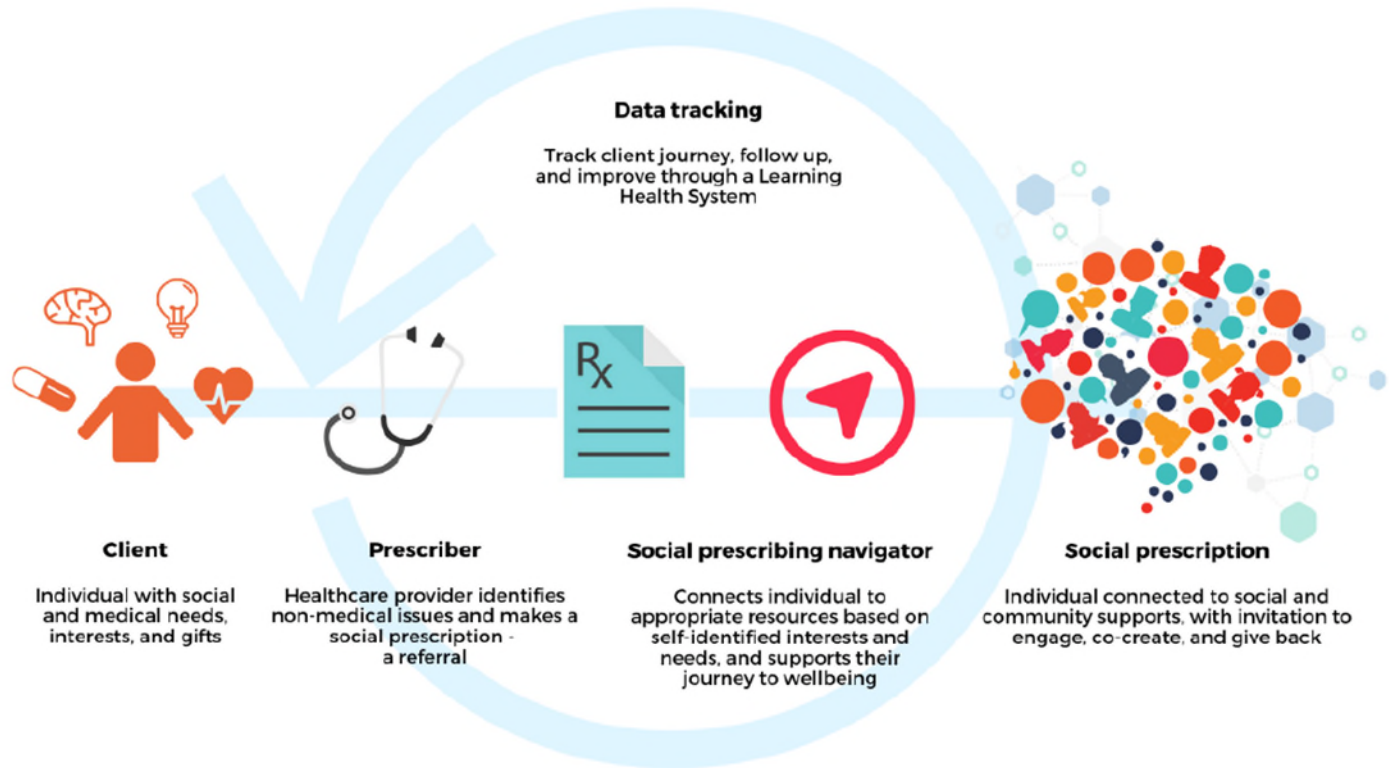
In an ideal system, people could self-refer, relieving professionals of the need to be the source of referral.

# Social Prescribing



- Supports social, emotional, practical needs
- Improve mental health and physical well-being
- Leads to positive health outcomes and reduces primary care visits and healthcare spending
- Provides real time data to guide public health interventions and community planning of services and programs

# Implementation



Social Prescribing in Ontario Final Report. March 2020. [https://cdn.ymaws.com/aohc.site-ym.com/resource/group/e0802d2e-298a-4d86-8af5-21156f9c057f/rxcommunity\\_final\\_report\\_mar.pdf](https://cdn.ymaws.com/aohc.site-ym.com/resource/group/e0802d2e-298a-4d86-8af5-21156f9c057f/rxcommunity_final_report_mar.pdf)

Physical and emotional health & wellbeing	Cost effectiveness & sustainability	Builds up local community	Behaviour Change	Capacity to build up the VCSE	Social determinants of ill-health
Improves resilience	Prevention	Increases awareness of what is available	Lifestyle	More volunteering	Better employability
Self-confidence	Reduction in frequent primary care use	Stronger links between VCSE & HCP bodies	Sustained change	Volunteer graduates running schemes	Reduced isolation
Self-esteem	Savings across the care pathway	Community resilience	Ability to self-care	Addressing unmet needs of patients	Social welfare law advice
Improves modifiable lifestyle factors	Reduced prescribing of medicines	Nature community assets	Autonomy	Enhance social infrastructure	Reach marginalised groups
Improves mental health			Activation		Increase skills
Improves quality of life			Motivation		
			Learning new skills		

Figure 1. Outcomes described from social prescribing stakeholders (Social Prescribing Conference Report, 2016<sup>20</sup>)

# Key Messages

- The Pandemic has impacted the social determinants of health universally across all ages and most especially youth and young adults
- The co-occurring emergency of toxic drug poisonings continues. Youth mental health reserves are low. At risk youth are subject to the greatest harms related to the drug poisoning crisis.
- Local responses to the extreme heat emergency and ongoing concerns for drought impacts on the island are significant concerns to be addressed urgently. These emergencies also impact mental health for all.
- Local community leaders play significant planning roles in their community, in collaboration with other partners, to support the health and wellness of their community



# Questions?



Dr. Sandra Allison MD MPH CCFP FCFP FRCPC  
[Sandra.allison@islandhealth.ca](mailto:Sandra.allison@islandhealth.ca)





FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

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

RECEIVED  
APR 26 2022

RECEIVED  
APR 19 2022

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

**APPROVAL CHECKLIST (Check if answer is yes)**

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

**SCHOOL NAME:** KWALIKUM SECONDARY

**Educator-in-Charge:** Jaret Abel

**Proposed Destination:** Germany/ Czech Reublic/ Austria/ Switzerland

**Proposed Departure Date:** Spring Break 2023      **Proposed Return Date:**

**Area of Study:** History      **Grades:** 10-12

**Educational Purpose of Trip:** To have a first person experince with historical sites of Cold war, World War 2 and specifically the Holocuast. In order for students to acquire a proper sense of the Jewish Genocide of World War 2, the visit to Dachau concentration camp camp offers a compelling voice from our recent, grisly past, warning and pleading "Never Again". Experiencing the iconico Berlin Wall and associated cold war sites in Europe will bring to life the personal cost of living in a divided world. Experiencing these locations will support students understanding of course content in Genocide Studies 12 , History 12 and Socials 10.

**Total No. of Students:** 25

**Total Projected Cost:** \$3830/ student participant

**Projected Cost per Student:** \$3830      **Projected Built-in Cost per Teacher:** N/A      **Projected Cost to Teacher (if any):** 500 - addition teacher cost

**Proposed Excursion Details (Planning Form attached):**  Yes     No ( If no, please explain below)

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

**The supervisors will all be teachers from SD69. There will be a ratio of approximately 6 students: 1 teacher. Looking to have a balance of 2 male and 2 female supervisors.**

Category 4 Out of Province Field Experience – Preliminary Approval		
Educator-in-Charge (please print): Jaret Abel	Date (day/month/year): 15/04/2022	Educator-in-Charge signature: 
Principal Name (please print): Lori Marshall	Date (day/month/year): 15/04/20202	Signature indicating preliminary approval: 



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmarshall@sd69.bc.ca](mailto:lmarshall@sd69.bc.ca)  
Vice-Principal: Jennifer Lunny, [jlunny@sd69.bc.ca](mailto:jlunny@sd69.bc.ca)  
Vice-Principal: Heather Deering, [hdeering@sd69.bc.ca](mailto:hdeering@sd69.bc.ca)

---

April 22, 2022

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

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Germany, Czech Republic, Austria and Switzerland during Spring Break 2023. This trip has been planned by teacher Jaret Abel.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall  
Kwalikum Secondary School

Copy: Jaret Abel





# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmmarshall@sd69.bc.ca](mailto:lmmarshall@sd69.bc.ca)  
Vice-Principal: Jennifer Lunny, [jlunny@sd69.bc.ca](mailto:jlunny@sd69.bc.ca)  
Vice-Principal: Heather Deering, [hdeering@sd69.bc.ca](mailto:hdeering@sd69.bc.ca)

---

---

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

Dear Board of School Trustees,

At this time, I would like to apply for agreement in principle for a trip to Germany (Berlin and Munich), Czech Republic (Prague), Austria and Switzerland (Lucerne) during Spring Break 2023. I am planning to take a group of approximately 30 students with the support of 4 other teachers and an experienced tour Education First (EF) tour director. I am applying in advance so that we may begin to provide opportunities for the students to save their money over the summer months. As well, early approval will allow our school to add the trip to the school calendar, enroll participating students, facilitate coordination with a school in Germany and to apply for financial grants. We are aware that the world is in a state of upheaval due to the Coronavirus outbreak but want to plan that things will be returned to a measure of normal by then.

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be difference and similarities between cultures of Europe and Canada. Additionally, it will expose the causes and impacts of Genocide, World War 2 and the Cold war. There has been preliminary planning to incorporate a 3-night homestay in Munich Germany with Realschule Ebersberg Secondary school. The home stay will build connections that will hopefully foster German students from this school continuing to come to Kwalikum Secondary. Having a homestay will enable us to apply for the International Education Mobility Program Grant (BC ministry of Education) that finally support opportunities for BC students to develop intercultural and global competence. This trip will ideally be co-curricular in design as the students will be encouraged to enroll in Genocide Studies 12, History 12 and potentially explore an Independent Directed Studies course of the student's choosing. There will be substantial connection to the Curricular Competencies of the History and Genocide Studies course. Highlighting some of the connections in Genocide Studies 12 that are learned experientially would be;

- Acts of violence and atrocities in different global regions
- Evidence to demonstrate the scale and nature of Genocide
- Asses the significance of location and events

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

Sincerely yours,

Jaret Abel  
History/ Genocide Teacher

Lori Marshall  
Teacher Chaperone



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmarsshall@sd69.bc.ca](mailto:lmarsshall@sd69.bc.ca)  
Vice-Principal: Jennifer Lunny, [jlunny@sd69.bc.ca](mailto:jlunny@sd69.bc.ca)  
Vice-Principal: Heather Deering, [hdeering@sd69.bc.ca](mailto:hdeering@sd69.bc.ca)

---

Apr 30, 2022

To whom it may concern;

The trip to Western Europe is going to be a life time experience. The students will be exposed to historical sites that will be impactful on a personal level. Additionally, when the travelers return to the Oceanside area with stories and explanations of what they experienced it will impact all members of the school community.

The specific objectives that have be identified are

- Create a life time memory of historical sites/knowledge acquirement
- Develop appreciation for the impact of the Holocaust/ World War 2 and the Cold War and bear witness to sites that are associated with it
- Install a sense of our intercultural world
- develop personal confidence

As follow up to the trip there will be 2 main activities. First, many of the students are traveling to Germany as part of the Genocide 12 and/or History 12 class at Kwalikum Secondary. Students will be completing assignments to facilitate reflection and discussion. Secondly, there Additionally, students will develop their social and emotional selves through connections they have made with peers, teachers and experiences brought back to the local community.

Amongst the planned presentations that students will partake in as part of the field experience;

- Dachau concentration camp- A guided walking tour with an expert local guide
- Remains of the Berlin Wall & Reichstag- A guided walking tour through the historical site
- Dresden- - A guided walking tour with an expert local guide to view the impact of Firebombing of Civilians
- Charles Bridge and Old Town Square in Prague
- Neuschwanstein Castle

This travel experience will undoubtedly be meaningful.

Thank you in advance



Jaret Abel

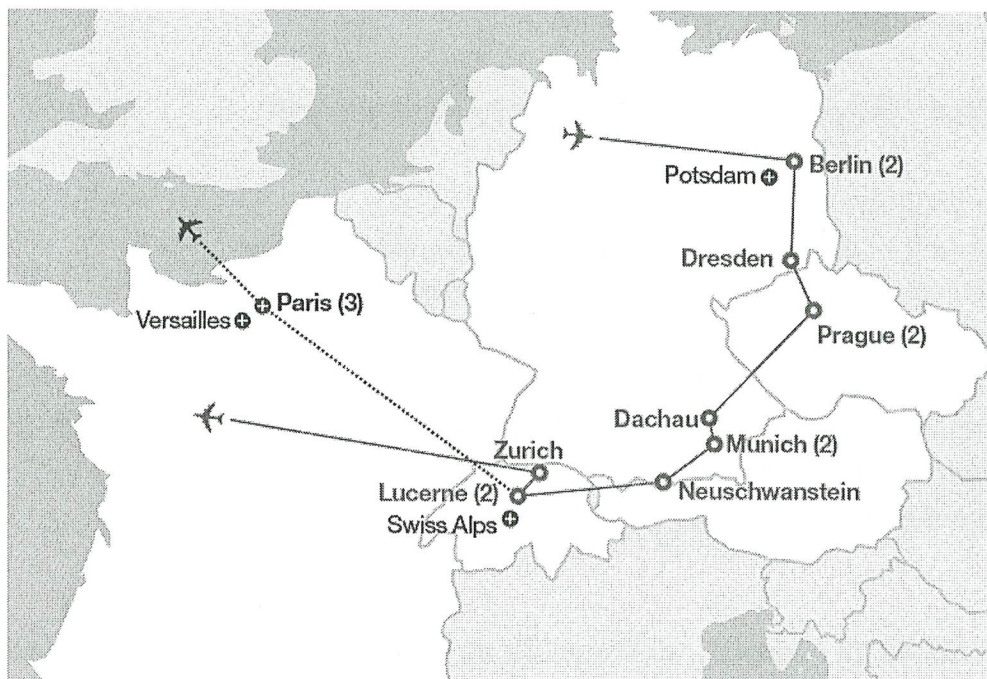


Welcome to Europe 2023!



**Educational Tours**

*International travel for teachers and students*



<http://www.eftours.com>

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

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

***Go with the flow!***





EDUCATIONAL  
TOURS

Watch videos, read  
reviews, and enrol on your  
**teacher's Tour Website**

[eftours.ca/](http://eftours.ca/)









This is also your tour number

# BERLIN, PRAGUE & THE ALPS

10 or 13 days | Germany | Czech Republic | Austria | Liechtenstein | Switzerland | Extension to France

To fully appreciate Central Europe, you have to experience both its storied past and its natural beauty. Berlin, Prague, and Munich reveal centuries of history, from the medieval cobblestone squares to the remains of the Berlin Wall. In the Swiss Alps, history takes on a profound new meaning—these geological wonders are billions of years in the making.

## YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 4 sightseeing tours led by expert, licensed local guides (5 with extension); 1 sightseeing tour led by your Tour Director; 2 walking tours (3 with extension)
-  **Entrances:** Topography of Terror Museum; Dachau; Neuschwanstein Castle; with extension: Louvre
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motor coach; TGV high-speed train with extension; 8 overnight stays in hotels with private bathrooms (11 with extension); European breakfast and dinner daily
-  





Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

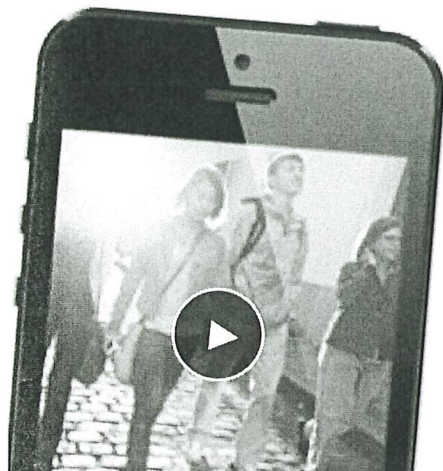
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

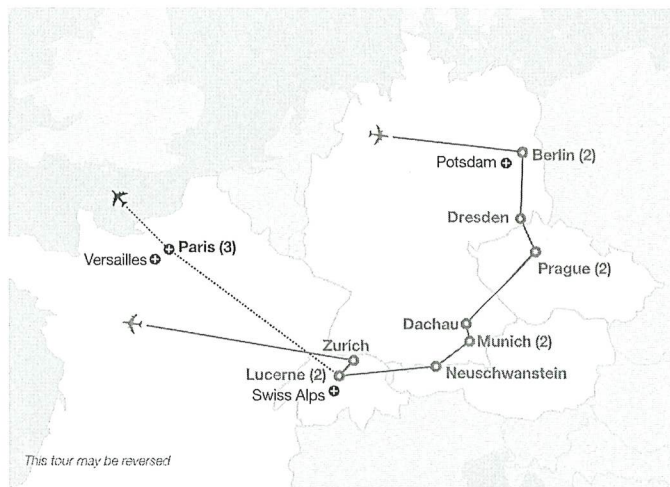
—MELISSA, TRAVELLER



**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at [eftours.ca/](http://eftours.ca/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly overnight to Germany

#### Day 2: Berlin

- Meet your Tour Director at the airport in Berlin, the vibrant capital of reunified Germany. The city has been transformed since the Berlin Wall fell in 1989 and now plays a vital role in the European Union.
- Take a walking tour of Berlin.

#### Day 3: Berlin

- Take an expertly guided tour of Berlin: Brandenburg Gate; Kurfürstendamm.
- Visit the Topography of Terror Museum, which was built on the grounds of the Gestapo and SS headquarters. Here you can revisit Nazi regime and discover this documentation centre
- Time to see more of Berlin or
  - ➦ visit Potsdam.

#### Day 4: Dresden | Prague

- Travel to Dresden.
- Take a guided walking tour of Dresden.
- Continue on to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, bohemian spirit. While here you'll pass the concert hall where Mozart conducted the premiere of Don Giovanni. Walk the quaint, cobbled streets of the Mala Strana and visit the 13th-century Stare Mesto (Old Town) and Market Square. Here you'll see the famous 15th-century astronomical clock.
- Enjoy free time to visit the Zwinger Museum on your own.

#### Day 5: Prague

- Take an expert-led tour of Prague: St. Vitus Cathedral, Wallenstein Palace Gardens (April-October), Lennon Wall, Charles Bridge, Old Town Square.
- Take a walking tour of Prague.
- Enjoy a free evening or
  - ➦ attend a Czech folklore evening.
  - ➦ Prague River Cruise

#### Day 6: Dachau | Munich

- Visit Dachau.
- Continue on to Munich, where you'll experience the medieval to the modern.

#### Day 7: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Residenz; Marienplatz.
- Enjoy free time to see more of Munich.

#### Day 8: Liechtenstein | Lucerne

- Visit Neuschwanstein Castle, the real-life model for Disneyland's *Sleeping Beauty* Castle. Perched in the Bavarian Alps, this fairy-tale castle was the brainchild of "Mad" King Ludwig.
- Travel via Liechtenstein to the Lucerne region.

#### Day 9: Lucerne

- Take a tour of Lucerne: Löwendenkmal; Kapellbrücke.
- Time to see more of Lucerne or
  - ➦ enjoy a Swiss Alps experience
  - ➦ attend a traditional Swiss evening.

#### Day 10: Depart for home

#### ➦ 3-DAY TOUR EXTENSION

##### Day 10: Paris

- Travel by TGV train to Paris.

##### Day 11: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower.
- Time to see more of Paris or
  - ➦ visit Versailles.

##### Days 12: Paris

- Take a walking tour of Paris.
- Visit the Louvre.
- Catch a glimpse of Notre Dame Cathedral.

##### Day 13: Depart for home



*Best part of the trip :) #berlin #germany #ef #eftours #europe #neverstopexploring #throwback*

– NICK, TRAVELLER



Via Instagram

*It was fantastic to see all of these great cities. I loved Prague the most with its cobblestone and narrow streets. It brought history to life for me. I enjoyed seeing how all of these cities were intertwined due to the royal families and the Holy Roman Empire.*

– ABIGAIL, TRAVELLER



Tour review

## TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





**SD69 QUALICUM**

# School District 69 District Educational Technology Plan 2021-2023

The School District 69 Educational Technology Plan (ETP) provides a guide for the planning and implementation of Educational Technology in district educational settings. Educational Technology refers to classroom integration of technology in place throughout our school district, supported by technology infrastructure, software content and other digital resources.

This is an update to the 2016-2021 ETP reflecting feedback from district education staff via a survey December 2021 /January 2022. This plan will require revision at such times as a new District Strategic Plan is developed and put into action; this plan aligns with the District Strategic Plan 2019-2023.

The DETC is a standing district committee whose ongoing role is to serve as an advisory body for technology implementation in the district (See Figure 1.1 – Structuring Input and Support for Information Technology in SD69). The specific ongoing mandate of the DETC is to serve as an advisory role in regard to: 1. The use of educational technology to support student learning and staff work processes; 2. Appropriate software and adequate technical support; and 3. Program monitoring and evaluation. The DETC includes representation from all schools (teachers and administrators). DETC members play a leading role in the creation, implementation, and monitoring of the Educational Technology Plan.

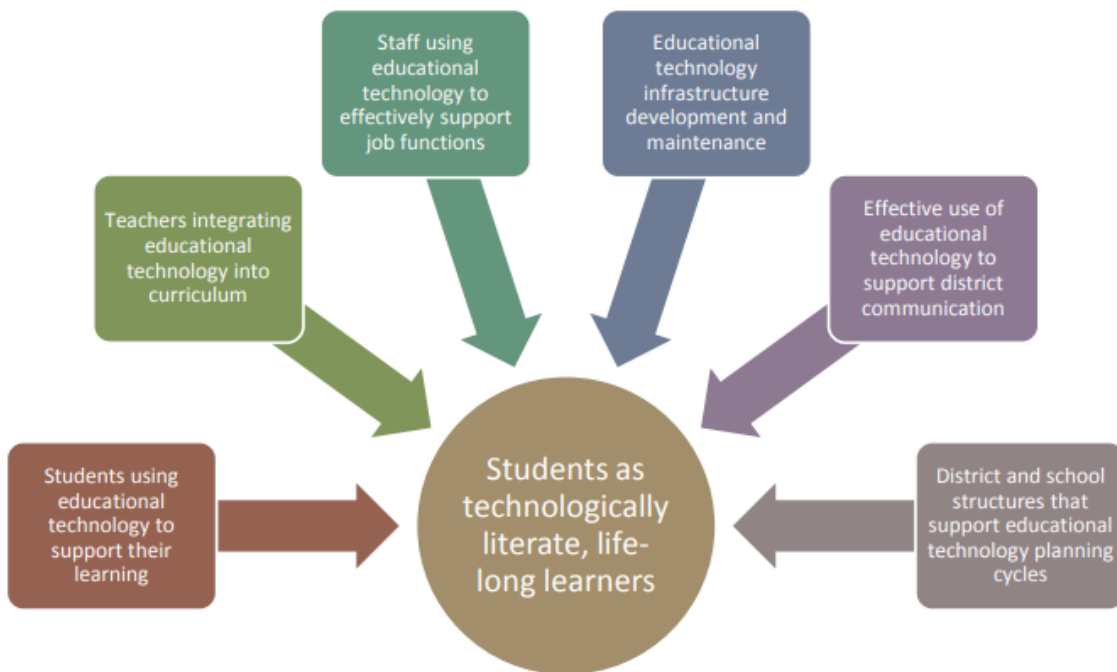


Figure 1.1: Structuring Input and Support for Information Technology in SD69



**SD69 QUALICUM**

# School District 69 District Educational Technology Plan 2021-2023

The DETC gathered feedback from teachers across the district on the use of educational technology by teachers and students.

## [Survey Summary](#)

**Purpose:** To support School District staff and students with the integration of technology in the teaching and learning environment to enhance student learning. This will occur through acquisition, deployment, and training in alignment with the District Strategic Plan.

**Rationale:** This plan will provide guidance to drive decision-making in the areas of education and business technology. The ETP is organized using the three district strategic priorities. These are:

Student Centered Learning, Quality Teaching and Leadership, and Social/Emotional Learning.

### **Strategic Priority 1, Student Centered Learning**

- Student choice in their learning
- Student voice in the design of learning
- Recognition of and support for unique needs
- Inter-disciplinary approaches to teaching and learning
- Technology as an embedded component of learning

### **Strategic Priority 2, Quality Teaching and Leadership**

- Learner-focused instruction and support
- Use of technology as a support for learning
- Improved assessment and evaluation practices
- Continuous communication of student learning
- Commitment to self-reflection as part of learning
- Differentiated instruction
- Collaboration with colleagues

### **Strategic Priority 3, Social/Emotional Learning**

- Focus on support for self-regulation of learners
- Ensuring optimal support for vulnerable learners
- Accessing all available resources in our communities



**SD69 QUALICUM**

# School District 69 District Educational Technology Plan 2021-2023

## Goals:

**Goal #1: Student Centered Learning – To provide and support educational technology for staff and students to support development of curricular and core competencies that enhance student achievement and independence.**

### Strategies:

- Empower students to use technology to demonstrate core competencies such as collaboration, communication and creative/critical thinking
- Build capacity and normalize the use of Educational (Assistive) Technologies
- Move towards sustainable access to technology via use of school and personal devices
- Move towards a more equitable and sustainable average ratio of 3:1, students to devices, across the district

**Goal #2: Quality Teaching and Leadership – Expand capacity of our educators on the use of technology.**

### Strategies:

- Strengthen technology skills, instincts, processes and resources through collaboration, in-service, and professional development opportunities
- Build awareness of the range of options for technology integration that best suits the needs of the learner or learning opportunity
- UDL Approach to Technology: Provide students with options and choice in the tools they use
- Assess the structures around the deployment of technology in schools and redesign where appropriate to maximize student access
- Provide teachers with concrete examples of collaborative use of technology

**Goal #3: Social/Emotional Learning – To foster healthy relationships with technology while also creating safe and positive digital citizens.**

### Strategies:

- Continue to develop and teach assessing validity of content, understanding bias, and using social media responsibly (with reference to the Digital Skills Continuum)

## FINANCIAL REPORTING AND OPERATING SURPLUSES

**Context:**

The Board of Education has a mandated obligation to care for and effectively use public funds to provide an educational program for all School District 69 (Qualicum) students. In order to ensure the financial integrity of the public accounts in its care, the Board requires the Secretary-Treasurer to develop and present to the Board quarterly financial reports at a Regular Public Board Meeting which outline the financial position of the School District. The Board also has a responsibility to effectively manage any accumulated surpluses. An accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

**Policy Statement:**

1. The Board expects management of current and future finances will be wise and prudent.
2. In all financial decision making, the interests of providing a quality educational program to students will be central.
3. Wherever possible, financial plans will consider environmental sustainability as an important short-term and long-term factor.
4. The Board expects (and is mandated) to prepare a balanced budget.
5. The Board will ~~establish a restricted portion of its accumulated~~ **maintain an unrestricted** operating surplus ~~and/or its annual operating budget~~ as a contingency reserve to be used to mitigate future budget shortfalls. If possible, the targeted amount of ~~contingency reserve~~ **unrestricted operating surplus** will be up to ~~2.5%~~ **between 2% and 3%** of the total operating budget for that year.

**Guiding Principles:**

The Board believes that:

1. All school district business will conform with generally accepted best business management practices
2. To maintain an open and honest climate in School District 69, all financial documentation will be explainable and clearly understandable by trustees and the public.
3. Budget preparation will include planning, reviewing and decision-making phases. At each phase consultation with stakeholders and public will be arranged and encouraged.
4. Budget planning will recognize needs of the students, the system, and new programs identified by all those involved in consultations **and will align with existing policies, programs and initiatives [i.e. Framework for Enhancing Student Learning (FESL) and targeted funds for Indigenous Education].**
5. Newly budgeted projects and programs will be fully reviewed and evaluated on an ongoing basis.
6. Financial reports will be presented quarterly at a public meeting of the Board.
7. ~~A contingency fund of up to 2.5%~~ **An unrestricted operating surplus of between 2% and 3%** of the preliminary budget should be built into budget planning.

**Definitions:**

1. Accumulated operating surplus: The extent to which operating revenues from all previous years exceeds operating expenditures from all previous years.

FINANCIAL REPORTING AND OPERATING SURPLUSES



2. Accumulated Operating Deficit: The extent to which operating expenditures from all previous years exceeds operating revenues from all previous years.
3. ~~Contingency reserve – Amounts transferred to an operating or capital account which can be used to protect the district from unforeseen future risks.~~

**References:**

- The School Act, Part 6 – Boards of Education

**Dates of Adoption/Amendments:**

Adopted: 79.11.21

Amended: 84.06.06: 87.10.28: 89.02.22: 94.02.22: 00.11.28: 16.04.26: **2021.01.26**

DRAFT



## Financial Reporting

1. In order to ensure the financial integrity of the public accounts in its care, the Board of Education will be provided with quarterly financial reports showing the current financial status of the School District. These reports will include year-to-date summations of revenues and expenditures and will compare to the current budget and to prior year results.

## Accumulated Operating Surpluses

1. The Accumulated Operating Surplus will be comprised of the following ~~three~~ **two** components:
  - a. ~~Contingency Reserve~~
  - a. Appropriated Operating Surplus**
  - b. Unrestricted Operating Surplus**
2. In conjunction with the Board's review and approval of the annual financial statements, the Board will ~~restrict~~ **recognize** a portion of the accumulated operating surplus (if one exists) for the purpose of forming a ~~contingency reserve~~ **for contingencies**.
3. The ~~contingency reserve~~ **unrestricted operating surplus** will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
4. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation of accumulated operating surplus.
5. The balance of the accumulated operating surplus will be held as unrestricted operating surplus.
6. The ~~contingency reserve~~ **unrestricted operating surplus** is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board's approval, in response to unforeseen circumstances.
7. Examples for use of the ~~Contingency Reserve~~ **unrestricted operating surplus** may include:
  - a. Elimination of any deficit arising at the end of the fiscal year
  - b. Incurring of new cost pressures in a fiscal year that were not known at the time of budget development
  - c. Settlement of legal action that is not covered by the School Protection Program
  - d. Initial one-time cost outlays for new educational programs
  - e. Coverage for disaster recovery expenditures
  - f. Extraordinary unknown utilities cost pressures
  - g. To appropriate to balance the next year's budget
8. When use of the ~~Contingency Reserve~~ **unrestricted operating surplus** reduces the balance below what is determined to be sufficient, the Board will adopt strategies for



replenishing the Contingency Reserve unrestricted operating surplus within an appropriate timeframe.

### Process

1. In conjunction with the Board's review and approval of the financial statements, the Secretary Treasurer will present for the Board's review and approval the internal restriction of accumulated operating surplus for:
  - a. ~~Contingency Reserve~~; and,
  - a.b.** Multi-year funding of projects and programs; **and**,
  - b.e.** Capital project cost sharing
2. Prior to adoption of each annual budget and amended budget, the Secretary Treasurer will present for the Board's review and approval, allocation of budget for the purpose of ~~contingency reserve~~ unrestricted operating surplus, and when applicable, strategies for replenishing the ~~contingency reserve~~ unrestricted operating surplus, or opportunities for allocation of accumulated surplus to support annual program expenditures.

### References:

- Board Policy 106: Financial Reporting and Operating Surpluses

### Dates of Adoption/Amendments:

Adopted: 18.08.28

Amended: **2021.01.26**



**PURPOSE**

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

**I. ELECTION OF TRUSTEES:**

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

In School District No. 69 (Qualicum), under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of School District No. 69 (Qualicum):

<u>No. of Trustees to be elected.</u>	<u>Electoral Areas to be represented</u>
1	E of the Regional District of Nanaimo, District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach and E of the Regional District of Powell River (Lasqueti Island)
1	H of the Regional District of Nanaimo

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

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

**1. Definitions**

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

"Election" means a trustee election.

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

**2. Application**

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

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

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





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

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

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

**5. Additional Advance Voting Opportunities**

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

**6. Additional General Voting Opportunities**

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

**7. Special Voting Opportunities**

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

**8. Public Access to Election Documents**

The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 69 (Qualicum) until 30 days after declaration of the election results.



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

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 69 (Qualicum) until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.

**II. BOARD ROLE:**

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

**SPECIFIC AREAS OF RESPONSIBILITY**

**1. Accountability to Governments**

The Board shall:

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

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

The Board shall:

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



**3. Planning**

The Board shall:

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

**4. Policy**

The Board shall:

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

**5. Board/Superintendent Relations**

The Board shall:

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

**6. Political Advocacy**

The Board shall:

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



**7. Board Development**

The Board shall:

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

**8. Fiscal Accountability**

The Board shall:

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

**9. Selected Responsibilities**

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

**III. ROLE OF THE TRUSTEE:**

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



**Specific Responsibilities:**

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy ~~6005: Resolution of Concerns~~. **710:Resolution of Student and Parent Complaints.**
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.



**IV. TRUSTEE CODE OF ETHICS:**

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
  - 9.1 A commitment to collaborative decision-making
  - 9.2 A commitment to doing the homework and sharing responsibility
  - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
  - 9.3 A commitment to put the good of the school system before individual political agendas
  - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

**Procedure for behaviour contrary to this bylaw:**

1. **Trustees are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors .**



2. **The Board may take action against a trustee to protect its dignity, integrity and proper function.**
3. **The Board has an obligation to act fairly and to provide procedural protections based on the level of severity of the breach.**
4. **Procedural protection may range from a report to the board, to a formal censure process, judicial review and appeal to the Ombudsperson,**

**References:**

**Board of Education School District 69 Bylaws and Policies**

[https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=](https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/)

**The School Act Part 4**

[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_04#part4](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4)

**The Local Government Act**

[https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00)



# SCHOOL DISTRICT No. 69 (QUALICUM)

## BOARD BYLAW 1

### BOARD OF EDUCATION

(Page 9 of 9)

#### V. TITLE

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

Read a first time this 1st day of November 2019.

Read a second time this 28th day of January 2020.

Read a third and final time, passed and adopted this 25th day of February, 2020.

*Signed copy on file*

---

CHAIRPERSON OF THE BOARD

---

SECRETARY TREASURER





**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY  
INFORMATION MANAGEMENT AND ACCESS**

**Context:**

The Board of Education is committed to meeting its obligations to protect personal information from unauthorized access, use and disclosure in accordance with the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *The School Act* **Sections 9 and 79 and Ministerial Order M14-91.**

**Policy Statement:**

**The Board will hold and provide access to student and all other files in full compliance with the FOI/POP, School Act and Ministerial Orders.**

Guiding Principles:

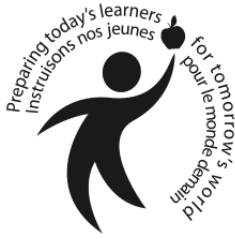
It is the intent of this policy and related administrative procedure (collectively recognized as this policy) to:

**The Board will provide clear written direction on the nature of and access to all files which will**

- a. control the manner in which the School District collects, retains, uses, accesses, discloses and disposes of employee and student personal information;
- b. allow any person a right of access to the records in the custody or under the control of the School District subject to limited and specific exceptions as set out in *FOIPPA*;
- c. allow individuals, subject to limited and specific exceptions as set out in *FOIPPA*, a right of access to personal information about themselves that is held by the School District;
- d. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- e. provide for independent reviews of decisions made by the School District under *FOIPPA* and the resolution of complaints under the *FOIPPA*.

**References:**

- Administrative Procedure I to Board Policy 900: *Information Management and Access*
- Administrative Procedure II to Board Policy 900: *Information Management and Access*
- Board Policy ~~5056~~**501**: *Acceptable Use of Technology* and its attendant Administrative Procedure
- ~~Board Policy 7144: *Student Records* and its attendant Administrative Procedure~~
- School District 69 Personal Information Directory
- SD69 File Management Handbook
- *Freedom of Information and Protection of Privacy Act*  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00)
- The *School Act* (Section 9)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section9](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9)
- And (section 79)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_06#section79](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79)
- Ministerial Order M14/91  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14\\_91.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf)



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

**BOARD POLICY ~~9000~~ 900**

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY  
INFORMATION MANAGEMENT AND ACCESS**

Page 2 of 2

**Adopted/Amended:**

**Adopted: 1980.01.23**

**Amended: 19.85.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:  
Interim Revision September 2010: 2020.01.28**



1. The purpose of this administrative procedure is to set out how the District will handle employee and student personal information. This administrative procedure should be read in conjunction with the policy. See appendix 1 for definitions.

## **ROLES AND RESPONSIBILITIES**

2. The Secretary Treasurer is recognized as the Privacy Officer for the District and is responsible for:
  - a) conducting a privacy audit and self-assessment;
  - b) developing a privacy policy;
  - c) implementing and maintaining a privacy policy
  - d) managing privacy training;
  - e) responding to requests for access to and correction of personal information;
  - f) working with the Information and Privacy Commissioner in the event of an investigation.
3. The Executive Assistant to the Secretary-Treasurer will provide appropriate supports to the Privacy Officer.
4. Employees must:
  - a) complete mandatory privacy and information management training;
  - b) not alter, copy, interfere with or destroy personal information, except as required;
  - c) not disseminate personal information to anyone not covered by a confidentiality agreement;
  - d) practice safeguarding measures to ensure personal information held by the School District is protected from unauthorized access, use and disclosure;
  - e) ensure that disclosures of information are made only to those entitled to that information;

## **COLLECTING PERSONAL INFORMATION**

5. The School District has the legal authority to collect personal information that relates directly to and is necessary for its operating programs or activities or as otherwise authorized by statute. Personal information will be collected directly from the individual to whom it pertains, unless another method of collection is authorized by the individual or the statute.
6. When the School District collects personal information about students or families, parents / guardians should be informed of the purpose for which the information is being collected. The parents / guardians of a student must authorize the disclosure of personal information for purposes ancilliary to educational programs, such as:
  - newsletter publications;



- website postings;
  - video conferencing;
  - social media applications;
  - honour roll lists;
  - team rosters;
  - yearbooks.
7. Upon their child's initial enrollment, parents / guardians will complete and submit the form entitled Student FOIPPA / Personal Information Consent.
8. Where a parent or guardian provides consent, the School District will allow the school to publish student personal information for purposes such as:
- recognition of achievement;
  - promotion of events;
  - commemoration of school events.

This authorization is deemed in effect until the student changes or transitions to another school.

9. Parents / guardians will have the ability to opt out of providing information that is not directly related to a student's educational program or necessary for the School District's operational activities.

### **USE OF PERSONAL INFORMATION**

10. Personal information will be used for the purpose for which it was collected or for a use consistent with that purpose. Employees should seek clarification from the District Privacy Officer if there is uncertainty as to the confidentiality of the information or they need to access information for a purpose other than why it was collected.

### **RETENTION AND DISPOSAL OF PERSONAL INFORMATION**

11. Personal information must be retained for specific periods of time. See Appendix 2 for the records retention and disposal schedule.
12. Information management must be dealt with in a responsible, efficient, ethical and legal manner. The following safeguards, though not an exhaustive list, will assist in protecting the privacy of employee and student personal information:
- a) security measures, such as encryption or passwords, must be in place for personal information that is electronically stored, printed, or transferred;
  - b) all mobile devices, including personal devices, that access or store District data must be secured by a password login and have the highest available encryption options;



- c) passwords must not be shared nor should anyone login to a system using an username and password that has not been specifically assigned to them;
  - d) locate screen in such a way that it can't be read by visitors or people passing by;
  - e) lock the computer screen when away from your desk;
  - f) paper files should be held in locked storage;
  - g) personal information should be removed from work areas when not in use; and,
  - h) paper files, including notes, reports, letters and emails, containing personal information should be protectively marked as private and confidential.
13. Any personal information that is held electronically and is no longer required for administrative, financial or legal purposes must be deleted in their entirety and data storage devices must be fully erased prior to disposal.
14. Paper files containing employee and student personal information that are due for disposal must be securely shredded.

**DISCLOSING PERSONAL INFORMATION**

16. Personal information may be disclosed to an external or third party if the individual who is the subject of the information has provided written consent. In the case of a student under the age of thirteen, such consent may be provided by the student's parent or guardian.
17. Disclosure of personal information is permitted if the information is immediately necessary for the protection of the health and safety of an employee.
18. Consent is not required from a student or parent when information is being disclosed for worker safety. If a plan is developed to protect the health and safety of a worker, which also affects the health and safety of a student, the parent will be informed, as per the requirements of the School Act. However, parental approval is not required to develop and implement plans to keep workers safe.
19. Managers and Principals are required to investigate incidents that caused or could have caused injury to an employee, in conjunction with the members of the school or work site's Joint Health and Safety Committee.
20. Incident report forms contain employee personal information and therefore cannot be disclosed to employees outside of the committee, except for the purpose of reporting incident to WorkSafe BC.
21. If student information is used to complete an incident investigation or report, personal identifiers must be removed so that the student is not able to be identified.



### **ACCESS TO PERSONAL INFORMATION**

22. Access to any personal information is based on employment duties requiring such access. Unauthorised access to information about colleagues, friends, or family is not permitted.
23. The School District governs the right of access by an individual to their own personal information and by the public to any information or records in its custody or control.
24. Other school districts, government ministries or law enforcement agencies may have access to personal information where obtaining this information is necessary for the provision of their services.
25. Requests for access to information, including access to personal information, must be made in writing and must provide sufficient detail to enable the School District, with reasonable effort, to identify the records sought. A record of all such transactions must be kept on file.

### **STUDENT PERSONAL INFORMATION**

26. Access to student records will be in accordance with Board Policy 7144: Student Records and its attendant Administrative Procedure.
27. Routine requests will be handled at the point-of-contact. Formal written requests will be handled by the District Privacy Officer through the office of the Secretary Treasurer.

### **EMPLOYEE PERSONAL INFORMATION**

28. Access to personal information may be gained during normal business hours, upon appointment and is available to:
  - a) the employee, in the presence of a supervisory officer, or the appropriate personnel officer;
  - b) other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
  - c) appropriate Board employees and/or the Board's legal counsel, subject to the approval of the Superintendent or designate, or the appropriate personnel officer.
  - d) the individual, in the presence of the appropriate manager or a designate; and/or,
  - e) other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

### **FEES**

29. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates



used by the School District. Fees shall not be charged to individuals who are accessing their own personal information. See appendix 2 for the fee schedule.

### **ERRORS OR OMISSIONS**

30. An applicant who believes there is an error or omission in their personal information may request correction of the information in writing to the department responsible for the information. The Manager responsible for collecting and retaining the particular type of record will be responsible for the correction or annotation of the information, in consultation with the District Privacy Officer.
31. Notification of the correction or annotation must be given to any other public body or third party to whom that information has been disclosed during the one year period before the correction was requested.
32. Any correction, annotation or notification must be documented.

### **INVESTIGATION OF COMPLAINTS**

33. Anyone suspecting or aware of the unauthorized collection, use, access, or disclosure of student or employee information or other protocol set out in this administrative procedure must notify the District Privacy Officer.
34. All employees, volunteers and third parties are expected to adhere to the confidentiality requirements of the School District. Those found to be in violation of this procedure may be subject to disciplinary action.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

#### INFORMATION MANAGEMENT AND ACCESS

Page 6 of 14

#### **References:**

- Board Policy 9000: *Information Management and Access and its attendant Administrative Procedure II*
- Board Policy 501: *Acceptable Use of Technology and its attendant Administrative Procedure*
- ~~Board Policy 7144: *Student Records and its attendant Administrative Procedure*~~
- School District 69 Personal Information Directory
- *Freedom of Information and Protection of Privacy Act*
- *The School Act (Sections 22, 65, 85)*





**Appendix 1 – Definitions**

Personal information	Any information that is about an identifiable individual. Personal information may include data such as unique identifiers (social insurance number, school records, contact numbers, gender, medical history, education, employment, psychiatric history, behavioural assessments, personnel evaluations, digital images, audio and video recordings, racial or ethnic origins, sexual orientation or religious beliefs.
Contact information	This enables an employee to be contacted at work and includes the name, position, business contact number, business address and business email.
Employee personal information	This is any recorded information about an identifiable employee (see personal information above) other than contact information.
Student personal information	This includes personal information (defined above) plus any information that identifies a student include a student's name, address, contact number, personal education number (PEN), assessments, results, and educational records.
Record	A record is defined as all recorded information in the custody or control of the School District regardless of physical format, which is collected, created, deposited or held by or in the School District. Records include books, documents, maps, drawings, photographs, letters, paper or any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means.



**Appendix II – Records Retention and Disposal Schedule**

The principal of the school or the supervisor of the department responsible for the records is authorized to destroy the records in accordance with the following schedule. Records may be maintained beyond the scheduled time if the principal or supervisor believes that they have a further use or historical or archival value.

The following retention schedule outlines the minimum amount of time that School District 69 records must be retained:

**Board Records**

Board policy	Permanent
Agendas of regular, in-camera and special board meetings	Permanent
List of electors	2 years after the year of creation
Minutes	Permanent
Notice of meetings	1 year
Oaths and declaration of trustees	Selected Retention
School trustees list	While current
Debenture and bylaw register	Permanent
Debenture and coupons redeemed	6 years after year redeemed
Annual Report as required by the School Act	Permanent
District publications and newsletters	Selected Retention

**Information and Privacy**

Freedom of Information requests	2 years after the calendar year of creation
Requests to review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body

**Financial Records**



Annual budget and summary supporting documents	Permanent
Auditor's reports	Permanent
Cancelled cheques	6 years after year of creation
Cheque duplicates, invoices, requisitions	6 years after year of creation
Purchase orders	2 years after year of creation
Employee travel claims	6 years after year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	6 years after year of creation
Subsidiary ledgers and journals	6 years after year of creation
Receipts issued	6 years after year issued
Bank statements, debit and credit notes	6 years after year of creation
Deposit books	6 years after year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after year of creation
Stop payment orders	1 year after year of creation

**Facilities Records**

Rental of facilities	1 year after year of rental
Appraisal and inventory records	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year capital plan completed
Building plans and specifications (with related change, guarantees, bonds liens and valuable correspondence)	6 years after year of asset disposal
Land titles, deeds and plans	Permanent
Leases	6 years after expiration of term



**General Records**

General correspondence 2 years after year of creation

**Human Resource Records**

Applications 1 year after position is filled

Job Competitions Selected Retention

Collective Agreements with unions Permanent

Contracts with individual employees 20 years after the year employment ceases

Teacher-on-Call files 5 years after the year employee leaves district

Individual grievance files Permanent

Letters of discipline 20 years after the year employment ceases

Personnel file 20 years after the year employment ceases

Seniority lists Permanent

Unsolicited resumes 6 months

Violence incident reports 6 years after year of creation

**Employee medical file** 20 years after the year employment ceases

**Information Systems**

User ID's When user is removed from the system

**Insurance Records**

Incident Reports 2 years or until finalized

Claims 6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years

Insurance policies While current



**Payroll Records**

Employee payroll files	20 years after the year employee leaves district
Employee payroll register	20 years after the year employee leaves district
Employee attendance records	6 years after the year employment ceases

**Purchasing Records**

Quotations and relative correspondence	6 years after year of creation
Purchasing contracts	6 years after year of creation
Requisitions and purchase orders	6 years after year of creation

**Student Records**

Student Information Data	Permanent
Permanent Record Cards	55 years after graduation or withdrawal
Attendance reports and registers	Permanent
Out-of-boundary attendance requests	2 years after decision is made
Provincial scholarships and district awards	Permanent
Transcript of Marks	Permanent
Teachers' student files	While current
Other student records	Useful life of record

**Transportation Data**

Student bus registration forms	1 year after year of creation
Transportation assistance forms	1 year after year of creation
School bus behaviour report	1 year after year of creation
School bus video tapes	1 year after year of creation as needed
Vehicle maintenance forms	life of bus
Pre-trip forms	3 months
Driver time logs	6 months



**Health and Safety Records**

References refer to the applicable part from the WCB Occupational Health and Safety Regulation and/or the Workers Compensation Act.

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Asbestos	<ul style="list-style-type: none"> <li>inventory of asbestos containing materials</li> <li>risk assessments</li> <li>inspections</li> <li>air monitoring</li> </ul>	6.32(1)	10 years			x
	<ul style="list-style-type: none"> <li>corrective actions to control the release of asbestos fibres</li> <li>written work procedures</li> <li>written notification to WorkSafeBC of abatement works</li> <li>training and instruction of workers</li> </ul>	6.32	3 years  6 years	x		x
Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Automotive Lifts and Hoists	<ul style="list-style-type: none"> <li>inspection reports</li> <li>maintenance and testing</li> </ul>	12.78	while equipment in use			x



Biohazardous Material	<ul style="list-style-type: none"> <li>worker exposures</li> <li>investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> <li>worker education and training</li> </ul>	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> <li>inspection reports</li> <li>maintenance</li> </ul>	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> <li>inspection Reports</li> <li>maintenance</li> <li>repairs</li> <li>modifications</li> </ul>	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> <li>tests</li> <li>inspections</li> </ul>	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> <li>injury or illness report</li> </ul>	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> <li>inventory</li> </ul>	5.98(1)	while in use			x
	<ul style="list-style-type: none"> <li>exposure reports</li> <li>investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	



Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Incident Investigation Reports		WC Act	6 years			x
Joint Health and Safety Committee Meetings	<ul style="list-style-type: none"> <li>meeting minutes</li> </ul>	WC Act	2 years			x
Lead	<ul style="list-style-type: none"> <li>risk assessments</li> </ul>	6.68	while current			X
	<ul style="list-style-type: none"> <li>worker exposure report</li> <li>health monitoring</li> <li>worker training</li> </ul>	6.68	length of employment plus 10 years		x	
Noise	<ul style="list-style-type: none"> <li>hearing test for each worker working in a noise environment</li> </ul>	7.8	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> <li>noise exposure measurement results</li> </ul>	7.8 (2)	while equipment in use			x
Radiation	<ul style="list-style-type: none"> <li>surveys</li> </ul>	7.43	10 years			x
Workplace Inspections		WC Act	1 year			x





COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 1

**Context:**

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

**Policy Statement:**

The Board of Education, through their educators, will have effective communication between home and school **with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy.** Placement **of any student by grade, course or program** will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

**Guiding Principles:**

The Board of Education believes that:

1. Parents **should be meaningfully** involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. **Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.**
3. Students and parents **should be** provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. **Information shared with parents** should be descriptive **and** strength based, **and should** include suggestions about ways to support further learning.
5. **Students should be encouraged** to work toward their goals, build student ownership, and **have a central** role in the communication process.
6. **Students should be able** to use this information to make necessary revisions to their work and set new learning goals

**References:**

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement

**Dates of Adoption/Amendments:**

Adopted: 84.07.04

Amended: 87.11.25: 88.09.28: 94.04.26: 17.01.24: 17.06.27



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT  
(merging of 5004 and 5010)

### Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

### Key Terms

**Assessment** is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

**Formative Assessments** are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

**Summative Assessments** take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

**Evaluation** is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

**Reporting** student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

### Communicating Student Learning

1. **Communicating student learning will be done in a way that ensures that parents are well informed, etc. (see list in current policy)**
2. **Information provide to parents will be descriptive, etc. (see list in current policy)**
3. **Communicating student learning will occur in a variety of ways including:**
  - a. **Parent conferences**
  - b. **Student-led and three-way conferences**
  - c. **Electronic or paper-based portfolios**
  - d. **Reporting/communication applications**
  - e. **Written interim reports**
  - f. **Web-based resources**
  - g. **Phone calls, emails or texts**
  - h. **Samples and demonstrations of student work, videos or written summaries**
  - i. **Formal “points of progress” reports**
  - j. **Formal report cards**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT  
(merging of 5004 and 5010)

### Methods of Communicating Student Learning

Communicating student learning to parents will continue to be a strategic focus for the District. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- ~~Parent conferences~~
- ~~Student-led conversations~~
- ~~Electronic or paper-based student portfolios~~
- ~~Class websites~~
- ~~Phone calls, emails or texts~~
- ~~Newsletters~~
- ~~Student agendas~~

1. The District will continue to support use of ~~two~~ technology-based tools to assist teachers in carrying-out this work:
  - ~~**FreshGrade**~~ and ~~**Scholantis**~~ - professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these **technology-based** tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

### Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

#### Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT  
(merging of 5004 and 5010)

2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

**Secondary**

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**  
*(merging of 5004 and 5010)*

**References:**

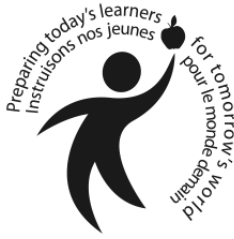
- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: Communicating Student Learning and Student Placement

**Dates of Adoption/Amendments:**

Adopted: 84.07.04

Amended: 87.11.25: 88.09.28: 94.04.26: 17.01.24: 17.06.27

DRAFT



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](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.
6. **Plans of care are created in collaboration with health care professionals and parents or legal guardians.**

**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](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf)

Anaphylaxis Protection Order

[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m232\\_07.pdf](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](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.





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

**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

Page 3 of 10

- 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:



## ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

### STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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 SCHOOL/WORKPLACE 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
- Dizziness, lightheadedness
- Weakness
- Confusion
- Numbness
- Upper respiratory symptoms
- Skin irritation
- Nausea
- Fatigue
- Malaise
- Anxiety
- Difficulty with concentration
- Sinus congestion
- 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*

**Dates of Adoption/Amendments:**

Adopted: 2003.05.27

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT



Amended: 2007.05.22: 2016.12.13

**Context:**

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>



## **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.



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.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

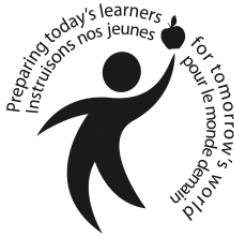
Page 4 of 4

#### 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 School/Workplace 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*.

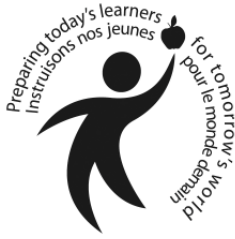
The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. 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, **car**ing, 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.

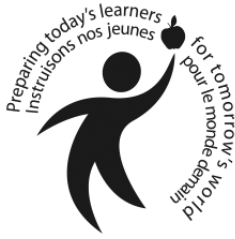
**Definitions:**

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



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education'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.



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:**

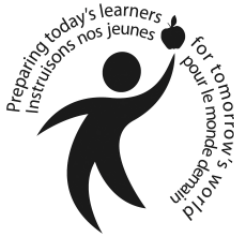
The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- 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.





*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: **Student** 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](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



**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: **Student** 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](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_06#section82)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_11#section168](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/m236_07.pdf)  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140\\_89.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140_89.pdf)
- Administrative Procedures to Board Policy 703: **Student** 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: **Student** Fees and Subsidies*

**Dates of Adoption/Amendments:**

- Adopted: 2018.02.27
- Amended:

DRAFT

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS****Purpose**

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others to work with District staff to explore opportunities of this nature.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

**Definitions**

**Sponsorship** – refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

**Donation** – means money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

**Partnership** – is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

**School Partner Groups** – may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS**

**Context:**

The Board has fiduciary responsibility for ensuring that students are free **of** being influenced through corporate sponsorships, partnerships and/or advertising. We recognize the power of sponsorships, partnerships and advertising to “brand” students.

**Policy Statement:**

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

**Guiding Principles:**

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 ~~must be contracted~~ **requires a contract. (Refer to [Policy 101 Tendering Purchase and Disposal](#))**
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

**Definitions:**

**Sponsor** - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

**Donation** - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

**Partnership** - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

**References:**

- Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.

**Dates of Adoption/Amendments:**

Adopted: **2018.02.27**

Amended:



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705  
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS

**Purpose**

The Board acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining **safe, caring and inclusive schools**.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

The following points should be considered in determining whether to allow a request for access to teachers or students or to accept a donation, sponsorship or partnership agreement:

- Will not lead to exploitation of the students
- Does not imply endorsement of the school or the Board
- Offers significant educational, cultural, artistic or athletic benefits or social values for students
- Expected acknowledgement is dignified, modest, reasonable and consistent with this policy
- Is not primarily to solicit sales
- Ensures protections against claims that are false or misleading
- Involves minimal intrusion into instructional time
- School or School District has sufficient funds to pay the costs of installation, on-going maintenance, repairs and training
- Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Sponsorships or sponsorship agreements exceeding \$5000 **\$25,000** in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.





ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~7059~~ 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS

Page 2 of 3

### Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers. Therefore, commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Limited or selected advertising may be permitted in school or School District publications, provided that it ~~meets standards of good taste and~~ does not conflict with educational objectives. Some requests by individuals or agencies for access to teachers and students are reasonable and contribute to the teaching-learning programs in schools. Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

### Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Education-business relationships shall be designed to support the curriculum, enhance the quality and relevance of learning, and be relevant to the Board's desired educational outcomes. Care must be taken to ensure that neither schools nor students are exploited through the partnership activities. Any direct involvement by students in a workplace setting shall be for reasons that are educationally relevant and consistent with the principles governing cooperative education.

~~Where the Board is approached by organizations to participate in education-business ventures that will involve co-development of products or services related to education, it is expected that these products/services will be marketable and hence will generate revenue for the Board.~~

It is important that a school or the School District regularly give public acknowledgement to the direct and/or indirect contributions of business partners to school or School District educational programs. The school or School District shall undertake a review of the goals, objectives and



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705  
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND  
ADVERTISING IN SCHOOLS

outcomes of each partnership annually. This must involve input from both partners. The review should allow for revisions to and updating of the partnership agreement.

### **Donations**

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

### **District Parent Advisory Council/Parent Advisory Council (PAC)**

**The District Parent Advisory Council and a** school's Parent Advisory Council (PAC) is **are** often a successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of the **one or more** schools. Decisions on the methods of raising funds for the **a** school shall be made in consultation with the **Superintendent of Schools and/or the** school's Principal in accordance with School District policies and administrative procedures.

### **Reference:**

- Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools

### **Dates of Adoption/Amendments:**

Adopted: 2018.02.27

Amended:



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.~~

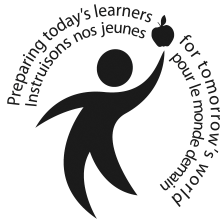
~~To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. All School District 69 sites will follow the District Emergency Procedures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

DRAFT



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.

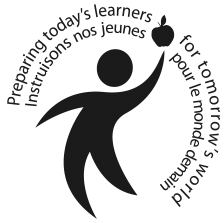
In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

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](mailto:gwilson@sdfis.bc.ca)  
office: 250-954-3078

### EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** French Advisory Council (FAC)  
**Meeting Location:** EOES Multi-purpose room  
**Meeting Time:** Monday, May 9, 2022

**Mandate** – FAC provides advice, recommendations and feedback to senior staff on matters relating to French language programs in the District.

**Role** - FAC meets at least three times each year to discuss strategic priorities as they relate to funding allocation and program development:

- To promote and support French Language learning in SD69
- To support relevant, accessible, high quality FSL programs that optimize resources and appropriately complement district programming
- To help integrate FSL program guidelines within the district's learning framework, as well as serve as a forum for ongoing sharing of perspectives on program directions
- To ensure our district programs align with federal funding guidelines

**Committee Structure and attendance:**

District Senior Leadership Team/Language Program Lead, **Rudy Terpstra**; Board of Education, **Trustee Young**; Principal/Vice Principal of Immersion schools, **Brayden Gordon (ÉOES)** and **Ben Braun (EBSS)**; Immersion Teachers: Primary **Amy Grainger**, Intermediate – **Angela Dodd**, Secondary – **Francois Provencher**; Parents: CPF **Angel Delange**, DPAC **Andrea Button** (Absent) school PAC **Julie (Absent)** and **Natalie**(Absent)

### 1. Territorial Acknowledgement In French

### 2. School Updates

#### a. École Oceanside Elementary:

- Working on Formal Oral Presentations (Younger students – a poem; Older students - a presentation)
- 2 students attended the Provincial Presentations
- Hard focus on Numeracy throughout the school but especially math language and conceptual skills in French Immersion.
- Still down one division in enrollment next year.

#### b. École Secondaire Ballenas Secondary:

- Diverse needs of learners are being supported
- Transitioning for next year Grade 8's has started. Some students transition out of the FI program as they transition to high school.
- Discussion regarding First Peoples' in FI.
- Professional Development and collaboration is on-going

### 3. District Update

- May 25 – Grade 7 Health Conference at Nanoose Place
- Student Year end Celebration like last year
- PATH – May 18 12-3:30 will involve 10 people

### 4. CPF (Canadian Parents for French Group)

- Very important group to keep going in our district. Needs more parents to join and some to become active. Contact Angel Delange through DPAC.

### 5. Next FAC meetings: TBD



## 2021 PSO Climate Change Accountability Report

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

### **Declaration statement:**

This PSO Climate Change Accountability Report for the period January 1, 2021 to December 31, 2021 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2021 to reduce our GHG emissions and our plans to continue reducing emissions in 2022 and beyond.

### **Overview:**

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

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

Energy conservation is part of our ongoing work. Efforts to conserve energy are included throughout our 5 year Capital Plan and our Annual Facility Grant projects. In 2021, the district initiated or completed the following projects which will directly reduce carbon emissions:

- The district continues to evaluate every bus replacement in the context of carbon footprint, so with that in mind, we received our first electric bus in August 2021. We now feel we have some understanding of the right “fit” for an electric vehicle, but recognize that with the current technology the pay back on investment could extend beyond the life of the vehicle. That said, we will continue to review the size and type of buses required to continue to conserve energy.
- During summer 2021 the District constructed a Photovoltaic (PV) array placement on the roof of Qualicum Beach Elementary. This is the districts 5th solar power initiative that continues to help reduce our use of diesel and natural gas and take advantage of this alternate energy source.
- The district continued its waste program at 4 pilot schools to encourage the reduction in the amount of waste removed from school sites, with separation between food waste, recyclables and landfill. The program is expected to expand to 4 additional schools in the 21/22 school year.
- The district engaged an Engineering firm to review the energy usage of five of its buildings. The goal of the project is to identify opportunities to enhance the buildings’ performance through a process of “tuning up” building systems. In doing so, the intent is to save energy and improve operations without having to undertake a major capital investment.

Energy conservation continues to be a goal for the district. Our Operations and Maintenance department has completed several projects that have implemented controls for heat and lights, retrofits for lighting and

## 2021 PSO Climate Change Accountability Report

replacing plumbing fixtures with low flow units. Operations has continued to monitor the water usage on school fields with meters being installed where possible to monitor the water usage to reduce the need to water, particularly in summer. These are all part of the day to day operational work as well as project based work when Ministry or other funding permits.

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

### Emissions and Offset Summary Table:

School District No. 69 (Qualicum) GHG Emissions and Offsets for 2021	
Total Emissions (tCO <sub>2</sub> e)	2,072
Total BioCO <sub>2</sub>	19
Total Offsets (tCO <sub>2</sub> e)	1,596
Offset Investment (\$25 per tCO <sub>2</sub> e)	\$ 39,900

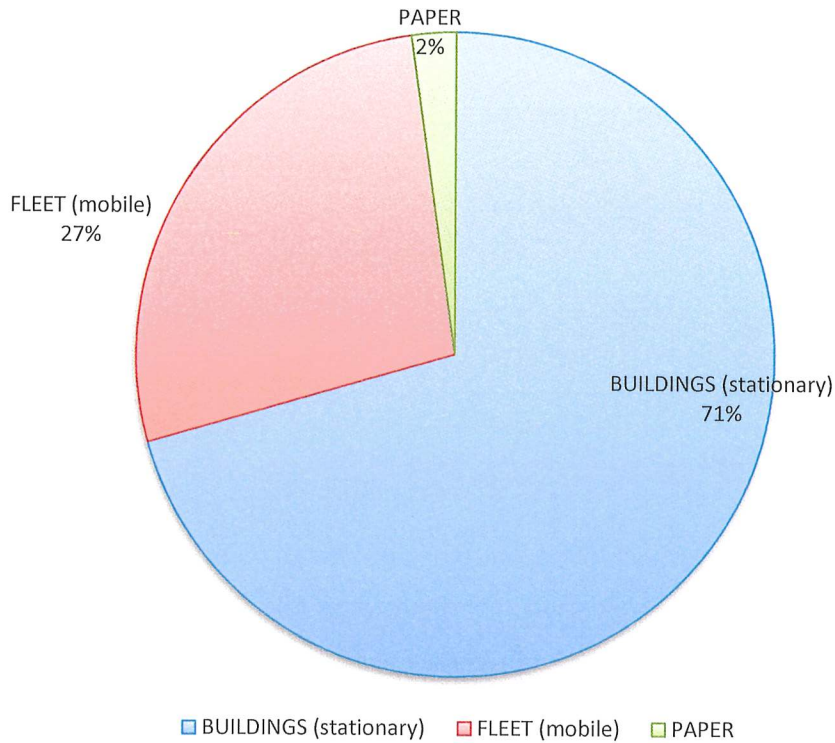
### Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 69 (Qualicum) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2021 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

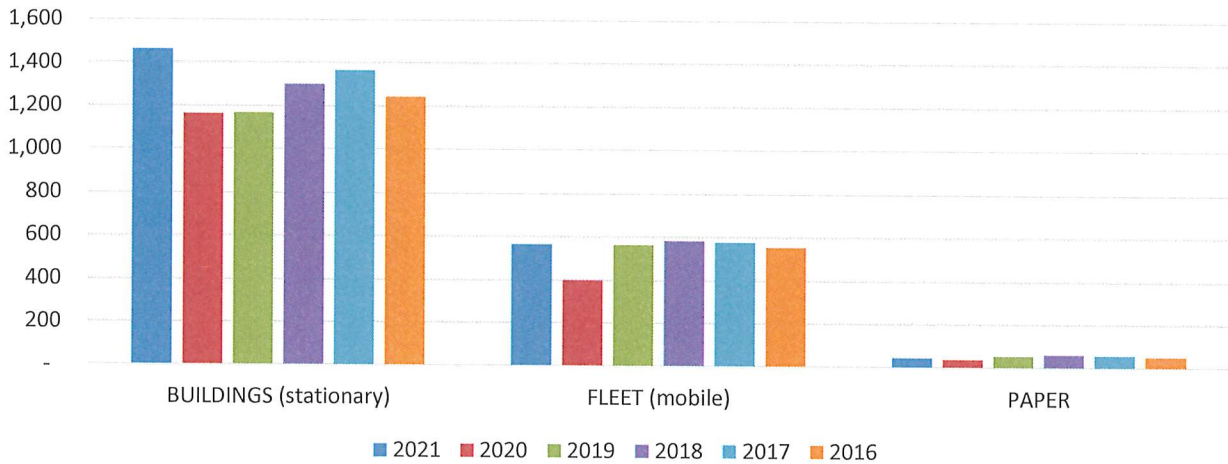
### Executive sign-off:

	MAY 24, 2022
Signature	Date
RON AMOS	SECRETARY TREASURER
Name (please print)	Title

2021  
- GHG Emissions by Source (tCO2e)



Annual GHG Emissions by Source



	5 yr chg	10 yr chg	2021	2020	2019	2018	2017	2016
BUILDINGS (stationary)	17%	-16%	1,462	1,163	1,167	1,302	1,366	1,243
FLEET (mobile)	2%	-21%	563	399	561	581	575	553
PAPER	-13%	-33%	47	39	55	62	59	54
TOTAL	12%	-18%	2,072	1,600	1,783	1,945	2,000	1,850

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





# Submission Summary

<b>Submission Summary:</b>	AFG 2022/2023   2022-05-31		
<b>Submission Type:</b>	Expenditure Plan		
<b>School District:</b>	Qualicum (SD69)		
<b>Open Date:</b>	2022-04-01		
<b>Close Date:</b>	2022-05-31		
<b>Submission Status:</b>	Draft		

Submission Category	Sum Total Project Cost
AFG	\$1,005,401
<b>Total</b>	<b>\$1,005,401</b>

## AFG

Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
155752	No	All sites	Electrical (AFG)			Life cycle replacement for lights and ballasts in the school.	\$35,000
155751	No	Allsites	Electrical (AFG)			New power drops for shops	\$30,000
155750	Yes	Arrowview Elementary	Exterior Wall Systems (AFG)	257536		Exterior painting of site. This project will include some repair to the siding	\$40,000
155717	Yes	Bowser Elementary	Interior Construction (AFG)	new		Soundproofing a concrete wall to reduce noise in the classroom	\$5,000
155735	Yes	Bowser Elementary	Electrical (AFG)	257230		Upgrade to the security system	\$15,000
155713	Yes	Ecole Secondaire Ballenas Secondary	Accessibility Upgrades	new		Installation of an accessible ramp from the lower area to the egress area on the upper field	\$65,000
155719	Yes	Ecole Secondaire Ballenas Secondary	Asbestos Abatement			Removal of asbestos drain pipe in 2 locations. One in the hallway in the 600 wing and 1 in the counselling room	\$50,000
155729	Yes	Ecole Secondaire Ballenas Secondary	Electrical (AFG)	251389		Fiber/Cat 6 upgrade to 3 sections of the school	\$100,000
155749	Yes	Ecole Secondaire Ballenas Secondary	Electrical (AFG)	254626		Low voltage protection for shop equipment	\$5,000
152492	Yes	Errington Elementary	Site Upgrades			Upgrade to field including a new well to supply water to the field	\$73,039
155743	Yes	Errington Elementary	Plumbing (AFG)	1621603		Replacement of water system booster pump	\$6,000
152517	Yes	False Bay School	Interior Construction (AFG)	259177		Interior painting in the teacherages and 2 classrooms	\$4,000
152531	Yes	False Bay School	Interior Construction (AFG)	863387		Completion of the reno in the teacherage at the site. This includes decks, stairs and interior work	\$10,000



## Submission Summary

155732	Yes	False Bay School	Electrical (AFG)	260696	This is the removal of the tower that will not be needed after the Telus wiring project has been completed. This will need to be air lifted away from the building to avoid risk to workers	\$25,000
155754	Yes	False Bay School	Electrical (AFG)	260397	Battery backup replacement	\$112,991
155755	Yes	False Bay School	Electrical (AFG)	260249	Upgrade to the power distribution in the main electrical room	\$12,000
155733	Yes	Kwailikum Secondary	Interior Construction (AFG)	254674	Removal and replacement of 4 door systems in the North building.	\$15,000
155739	Yes	Kwailikum Secondary	HVAC (AFG)	254958	Upgrade to the DDC to alleviate the power issues in the North building	\$2,000
155748	Yes	Kwailikum Secondary	Electrical (AFG)	254702	low voltage protection for shop equipment	\$5,000
152548	Yes	Nanoose Bay Elementary	Interior Construction (AFG)		Renovations to the MPR room	\$4,000
155742	Yes	Nanoose Bay Elementary	Electrical (AFG)	257049	Upgrade to the security system	\$15,000
155722	Yes	Oceanside Elementary	Interior Construction (AFG)	255899	Inspection and repair to the movable gymnasium wall	\$15,000
155723	Yes	Oceanside Elementary	Interior Construction (AFG)	new	Design and installation for phase 2 of the catwalk upgrade	\$40,000
155727	Yes	Oceanside Elementary	Plumbing (AFG)	255762	Replacement of Duravent piping from the boiler system that is leaking	\$20,000
155745	Yes	Oceanside Elementary	Plumbing (AFG)	255766	Removal of the existing generator and water pump and replace with a new piping system from the street to the fire suppression system	\$55,000
155747	No	Operations and Transportation	Site Upgrades		This amount is for District wide safety equipment for our sites. Some examples will be implementing confined space procedures	\$15,000
155716	Yes	Parksville Elementary	Asbestos Abatement	256336	Removal of asbestos drywall to be replaced with suspended ceiling in the lobby area. This was due to a roof leak	\$45,871
155728	Yes	Parksville Elementary	Electrical (AFG)	255354	Replacement of 2 light standards that were beyond life cycle	\$7,000
155746	Yes	Parksville Elementary	Electrical (AFG)	255133	Phase 2 of 2 to install equipment purchased from phase 1	\$30,000
155734	Yes	Qualicum Beach Elementary	HVAC (AFG)	257028	HV2 switch gear/speed drive replacement	\$5,000
155738	Yes	Qualicum Beach Elementary	Plumbing (AFG)		Boiler room back flow preventer replacement	\$2,000
155740	Yes	Qualicum Beach Elementary	Plumbing (AFG)	256984	Install 2 new 60 gallon hot water tanks to replace the old units	\$10,000
152475	Yes	Springwood Elementary	Site Upgrades	new	Add a raised crosswalk for safety of students	\$5,500
152477	Yes	Springwood Elementary	Electrical (AFG)		Upgrade breakers to GFI in panels	\$3,000
155741	Yes	Springwood Elementary	Plumbing (AFG)	255968	Repair the water entry station to the school	\$7,000
152514	Yes	Winchelsea Elementary	Exterior Wall Systems (AFG)	new	Outdoor storage structure and ground work for program needs	\$110,000
155744	Yes	Winchelsea Elementary	Plumbing (AFG)	255480	Repair to the water entry to the schoolin room 2A	\$6,000
					Submission Category Total:	\$1,005,401