



SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 25, 2023
6:00 PM
VIA ZOOM

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/63078778543?pwd=OXF4d2tnVXNucFNta1pleE9GQjNpQT09>

Meeting ID: 630 7877 8543

Passcode: 906262

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: March 14, 2023 | p 1-7 |
| b. | Ratification of In Camera Board Meeting Minutes: March 14, 2023 | p 8 |
| c. | Receipt of Ministry News Releases | |
| | • More funding will improve schools for students | p 9-12 |
| | • Bursary applications open for early childhood education students | p 13 |
| | • School food programs get historic investment to help feed kids | p 14-15 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Tribune Bay Outdoor Education Center Society – Trustee Young | p 16 |
| | • OBLT – Early Years Coalition (February and April)– Trustee Kellogg | p 17-18 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 25, 2023, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

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

9. **DISTRICT PARENTS ADVISORY COUNCIL**

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

11. **ACTION ITEMS**

a. **2023/2024 Annual Budget Bylaw**

p 19-36

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2023/2024 fiscal year at its Regular Board Meeting of April 25, 2023.

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 \$68,095,158 for the 2023/2024 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$68,095,158 for the 2023/2024 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$68,095,158 for the 2023/2024 fiscal year.

b. **Request from *Concerned Citizens re Hodges Road Cell Tower***

p 37

12. **INFORMATION ITEMS**

a. **Superintendent's Report**

(Peter Jory)

- **Draft Strategic Plan**

p 38-41

b. **Educational Programs Update**

(Gillian Wilson/Rudy Terpstra)

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

(Trustee Young)

p 42-43

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) support the final planning required and direct staff to proceed with building a 6-lane track at Ballenas Secondary School.

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

(Trustee Kellogg)

a. **For Information:**

p 44-46

Revisions to the Administrative Procedures to Board Policy 105: *Use of School Facilities.*

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- b. Board Policy 106: Financial Reporting** **p 47-51**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 106: *Financial Reporting* at its Regular Board Meeting of April 25, 2023.
- c. Board Policy 900: Privacy Management and Accountability** **p 52-73**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 900: *Privacy Management and Accountability* and its two new attendant Administrative Procedures at its Regular Board Meeting of April 25, 2023.
- d. Board Policy 502: Field Experiences** **p 74-79**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* and its attendant Administrative Procedures at its Regular Board Meeting of April 25, 2023.
- e. NEW Board Policy 508: Career Education** **p 80-83**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 508: *Career Education* and its attendant Administrative Procedures to at its Regular Board Meeting of April 25, 2023.
- 15. EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Austin)* **p 84-87**
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, MARCH 14, 2023
6:00 PM
VIA ZOOM

ATTENDEES

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Brayden Gordon	Vice-Principal, École Oceanside Elementary School Qualicum District Principals/Vice Principals' Association

Education Partners

District Parents Advisory Committee (DPAC)

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the land on which the board lives, works and plays are the shared territory of the Snaw-Naw-As and Qualicum Nations.

3. ADOPTION OF THE AGENDA

22-20R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

a. Approval of Regular Board Meeting Minutes: February 28, 2023

b. Ratification of In Camera Board Meeting Minutes: February 28, 2023

23-21R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of March 14, 2023, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

a. Concerned Citizens Re: Proposed Hodges Road Cell Tower

Marcus Schluschen, Certified EMF Radiation Consultant, spoke on behalf of Concerned Citizens and Vancouver Island Safe Tech Alliance regarding a proposed TELUS Cell Tower on Hodges Road. He shared concerns regarding man-made radiation as well as statistics regarding radio frequency radiation, noting that people living close to cell towers are exposed to high radiation levels inside their homes as well as those who are working/studying in schools. He then provided a demonstration of the Gigahertz Solutions, High Frequency Radiation Analyzer, illustrating radiation levels from a cell tower when measuring in a location inside a home.

He encouraged the Board to educate themselves on the risks of man-made radio frequency radiation.

It was noted by Trustee Kellogg that the concern originally expressed by the group in previous emails was that the cell tower in question would be located approximately 2.4 km from the school, which is deemed a safe distance by Health Canada.

Mr. Schluschen explained that cell towers communicate with one another and that distance can easily be overcome by certain frequencies. He recommended that the best way people can stay well is to eliminate everything that is wireless.

Board Chair Flynn thanked Mr. Schluschen for the information for the Board's consideration.

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

No Report

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

No Report

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Angel DeLange, President, commented on the following:

- DPAC has confirmed an in-person session with Mischa Oak for SD69 parents/guardians, teachers and support staff that will also be appropriate for children to attend. The event will be held on Wednesday, April 26th at Ballenas Secondary Theatre at 6:30 p.m. and will run for approximately 90 minutes with a question period after with Mischa. DPAC will be preparing and then sharing promotional information to the school community prior to the event. [LGBTQ Corporate Training - Workshops & Consulting](#)
- DPAC offered two Gary Anaka, "The Brain Coach" sessions earlier this month, which were well received with approximately 35 people in attendance for each one.
- Thank you to Jessica Threlfall, DPAC Secretary, for sourcing first aid courses for the school district's parents/guardians. St. John's Emergency First Aid Level C

with Narcan course will be offered on Sunday, April 23rd from 9 to 3:30 – Springwood Elementary School location to be confirmed. There will be 18 seats available and attendees will receive a certificate upon successful completion of the course. DPAC will share sign-up information with PACs shortly.

- The DPAC Swag Fundraiser brought in \$200 profit to put towards the Accessibility Bikes initiative. Thank you to Jessica Threlfall for organizing the fundraiser. When the items arrive, people will be contacted for pick up.

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

None

11. ACTION ITEMS

a. Annual Five-Year Capital Plan Submission for 2023/24

Secretary Treasurer Amos referred to the ministry letter in the addendum regarding the district's submissions for major and minor capital projects. He noted that one major capital project is the False Bay School which has been noted as a seismic risk with the intention that if the Ministry is supporting renovations for seismic, the district would indicate that it would make more sense to replace it outright. The Ministry does support in principle that this project needs to be reviewed as the district's top priority.

Secretary Treasurer Amos further noted that a Food Infrastructure Program (FIP) is a new capital program for 2023-2024 for which details have not yet been provided. This has come from the Student and Family Affordability Fund and the Ministry may be releasing some funding with its Budget announcement on March 15th. What was being shared was the capital portion, a small fund established for schools to provide infrastructure for providing food programs, which will now be included in the minor capital submission in September.

23-22R

Moved: Trustee Kurland *Seconded:* Trustee Kellogg

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. 2023/24-CPSD69-01 at its Regular Board Meeting of March 14, 2023. CARRIED UNANIMOUSLY

23-23R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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. 2023/24-CPSD69-01 at its Regular Board Meeting of March 14, 2023. CARRIED UNANIMOUSLY

23-24R

Moved: Trustee Austin *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. 2023/24-CPSD69-01 at its Regular Board Meeting of March 14, 2023. CARRIED UNANIMOUSLY

23-25R

Moved: Trustee Kurland *Seconded:* Trustee Kellogg
THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2023/24-CPSD69-01 at its Regular Board Meeting of March 14, 2023.
CARRIED UNANIMOUSLY

12. INFORMATION ITEMS

a. Superintendent's Report

Peter Jory, Superintendent of Schools, reported as follows:

- Superintendent Jory hoped that everyone in schools is enjoying their last week of school before a well-deserved break and that they all get a chance to relax with friends and family, whether they are away or staying local.
- The District Strategic Planning sessions have taken place February 22nd, March 9th and 13th, with one more session scheduled for April 5th. The plan is taking shape, and the group has done an amazing job of generating goal areas and creating DRAFT outcomes from the data provided. He and his team have some work to do in regard to wordsmithing, selecting, moving, denuding, and in some cases, adding, as well as including literacy and numeracy as per the provincial Framework for Enhancing Student Learning (FESL) mandate, along with some other accountability metrics. In the next session staff will share their progress on editing the outcomes, engage in some more dialogue around the goal areas, and work towards agreeing on how they should be stated to capture the ideas in the most elegant and effective manner. He has reached out to a graphic designer, who will be producing a visually appealing template for us, so the Board's Vision, Mission, and Values, Principles of Learning, and the new goal and outcome content can be inserted when ready to do so. Superintendent Jory also suggested that it might be a good time to raise the issue of a new district logo, if the Board had an appetite to do so, so that could influence the final product prior to summer publication.
- Principals and staff have been working away on their own goals and outcomes, and are placing them in the new district template in preparation for sharing. Time has been set aside at the next two Principals/Vice Principals sessions for table work and conversation to get them all ready. The model being considered will have presentations done in pods so there is sharing between schools, with the Board and Senior Leadership Team joining in; something like a fishbowl activity. Principals/Vice Principals would share out on just one or two goals each over 7 minutes, with another 7 minutes dedicated to questions and conversation. Each trustee would then see 6 presentations this year (and each ongoing year) before receiving all of the plans for approval in time for the May public Board meeting. He then asked the Board to consider the following three questions:
 - Will the pod model he described work for the Board?
 - If so, does the Board want to add a date for the presentations in early May, or does the Board want to use the Education Committee time as the placeholder?
 - And, does the Board want to run this session in person or through Zoom?

Trustees indicated that they were in support of the pod model and would prefer them to be in person with the majority preferring that the presentations take place outside of the Education Committee of the Whole Meeting, the agenda for which is already fulsome.

A suggestion was also made to invite any interested education community members to attend in some way. Superintendent Jory will confer with the administrators and, if they are in agreement, will arrange some type of participation by the public, even as an audience set up.

b. Education Update

Gillian Wilson, Associate Superintendent, reported on the following:

- Cross boundary requests for 2023/2024 close on March 15th. She and school administrators have already reviewed those with siblings already in the requested school and families are being notified of approval.
- The lottery for Kindergarten French Immersion was held and those families will be notified. There is currently a short waitlist of 7 students and if anyone who currently has a spot withdraws, the spot will be offered to the next person pulled in the lottery.
- A high number of families applied to the STREAM program so the principal has taken a look at their existing staffing and identified that they could run 2 cohorts next year with the current staffing. Families are being contacted as a commitment would be needed to organize the second STREAM cohort.
- Associate Superintendent Wilson and Principal of Learning Support Gunn have almost finished all the School Reviews.
- Part of what staff heard in the strategic planning session was that youth would like extra-curricular programs back and schools have been taking the time and making the extra effort to accommodate some of those requests, which is greatly appreciated.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

The next meeting of the Finance & Operations Committee of the Whole will be held on Monday, April 17th at 10:30 a.m. via Zoom.

14. POLICY COMMITTEE OF THE WHOLE REPORT

The next meeting of the Policy Committee of the Whole will be held on Monday, April 17th at 1:00 p.m. via Zoom.

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

The next meeting of the Education Committee of the Whole will be held on Tuesday, April 18th at 2:30 p.m. via Zoom.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

a. BCSTA Provincial Council Report

Trustee Flynn referred to the synopsis provided in the agenda package regarding the Provincial Council Meeting held on February 24/24, 2023. She highlighted one approved motion that requested to the Ministry of Education and Child Care to continue the Student and Family Affordability Fund as an annual targeted fund, that it be provided at the start of the school year, and that it have less restrictions

on permitted use in order that it could provide funding subsidy for transportation as well as allow for the costs associated with administering the fund. The second motion she mentioned was exempt staff compensation which is an ongoing process as to how exempt staff is monitored and how salary grids are created.

17. TRUSTEE ITEMS

a. **V.I. School Trustees Association (VISTA) Spring Meeting**

Trustee Young provided an overview of the presentations from the VISTA spring meeting held on March 3 and 4, 2023 as follows:

- Hereditary Chief Rob Everson spoke to his hopes for reconciliation.
- Trustee Craig and Superintendent Davie of School District 70 (Pacific Rim) talked about how they run their district which caused her to do some reflection on the differences between how SD69 works, which seems more collegial and in a co-governance way.
- SD71 (Comox Valley) K/1 Indigenous Students presented The Little Bears.
- Long serving and well-respected Board Chairs spoke to the role of Board Chairs, which was very informative.
- Tracey Loffler, BCSTA Vice-President provided an update on the Framework for Enhancing Student Learning.
- Carmen Batista, BCSTA Director of Human Resources and Labour Relations, provided a Motion Building Advocacy Workshop.
- Branch Roundtable Discussions were held with trustees sharing the greatest challenges facing their districts for the term/year. They also shared whether they had any other topics of concern or priorities other than some already identified by many districts -Equity in Action, Climate Crisis, Student Mental Health & Well-being.
- A business meeting followed with some verbal reports from BCSTA and BCPSEA
- The next branch meeting will be held in Nanaimo in the Fall.

b. Trustee Young reported that the Oceanside Health & Wellness Network had been in flux as the funding was in jeopardy; however, they have received a contract for another year and they have also made a decision to merge with the Nanaimo network. This will be a combination Network and Circle of Partners Meeting so they will determine how that will be organized. IN the interim, the Network is creating a strategic plan that is half completed on which they will make progress in the next 6 months.

c. Trustee Kurland requested that Mr. Abel and some of the students who are participating in a student trip to Europe trip make a presentation at a future board meeting upon their return in April.

d. Trustee Austin reported that the Kwalikum Secondary School Student Government's was hosting a Mid-Island Youth Climate Action Symposium on April 19th for students in the mid island region. The Fridays for Future youth have also taken the initiative and are working with MP Gord Johns to organize a Climate Forum for the public on Thursday, April 13th at the Qualicum Beach Civic Centre.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

No questions we posed to trustees or senior staff.

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:27 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

**SECTION 72 REPORT
MARCH 14, 2023
Via ZOOM**

ATTENDEES:

Trustees

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

Administration

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

The Board of Education discussed the following topics:

- Labour Relations
- Personnel
- Legal

No motions were presented for approval at this meeting.

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2023ECC0015-000328
March 15, 2023

Ministry of Education and Child Care

More funding will improve schools for students

VICTORIA – Students throughout B.C. will soon be learning in safer, improved schools now that more funding is available to school districts.

“We are making historic investments in school capital projects across the province,” said Rachna Singh, Minister of Education. “Schools are the cornerstones of our communities, and our government is continuing to invest in our school infrastructure to ensure that our kids have clean, safe, modern places to learn, grow and play.”

As part of Budget 2023, the Province is providing \$261.1 million in 2023-24 for school maintenance projects, including \$41 million to upgrade heating, ventilation and air-conditioning (HVAC) systems at 101 schools throughout B.C.

As part of the school maintenance funding, \$13 million will go toward the purchase of at least 67 new school buses. Additional funding is being made available through the Ministry of Energy, Mines and Low Carbon Innovation for school districts that buy electric buses. This supports the Province’s CleanBC targets for public-sector organizations to reduce greenhouse gas (GHG) emissions by 40% by 2030 for vehicle fleets.

“British Columbians are adopting cleaner vehicles at a remarkable rate and doing their part to reduce emissions and the impacts of climate change,” said Josie Osborne, Minister of Energy, Mines and Low Carbon Innovation. “Every zero-emission vehicle on the road, especially medium- and heavy-duty ones, like buses that our students rely on every day, helps to reduce pollution, improve air quality and keep our busy streets quiet.”

To further improve emissions reductions and energy efficiency at B.C. schools, the Ministry of Education and Child Care’s Carbon Neutral Capital Program is providing \$23 million in 2023-24 to support energy and electrical upgrades at 86 schools. The Carbon Neutral Capital Program provides specific funding to energy-efficiency projects that lower school districts’ carbon emissions.

To ensure school districts have access to flexible maintenance funding if repairs or issues arise throughout the year, the Province is increasing the annual facility grant by an additional \$26.6 million. As well, \$147.1 million is available for school districts to address maintenance needs in a versatile way based on their priorities, keeping schools safe and functioning.

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

In addition to maintenance projects, since September 2017, the Government of B.C. has announced \$3.2 billion for new and improved schools as well as land purchases for future

schools throughout the province. This includes adding almost 20,000 new student spaces and 33,000 seismically safe seats at B.C. schools.

Budget 2023 includes \$3.4 billion for school capital projects over the next three years, including new and expanded schools, seismic upgrades and replacements, and land purchases for future schools.

Two backgrounders follow.

Contact:

Ministry of Education and Child Care
Media Relations
250 356-5963

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

BACKGROUND 1

For Immediate Release
2023ECC0015-000328
March 15, 2023

Ministry of Education and Child Care

Provincial funding programs in support of B.C. public schools for 2023-24

The Ministry of Education and Child Care receives annual five-year capital plan submissions from public school districts requesting approval and funding for minor capital projects.

As part of Budget 2023, the province is providing \$261.1 million for school maintenance projects, which includes \$41 million to upgrade heating, ventilation and air-conditioning (HVAC) systems at 101 schools, \$13 million to purchase at least 67 new school buses, and \$23 million to support energy and electrical upgrades at 86 schools through the Carbon Neutral Capital Program.

Through the annual facility grant, \$147.1 million is available for school districts to address maintenance needs in a versatile way based on their priorities. The annual facility grant is flexible maintenance funding that school districts can use for repairs or issues that arise throughout the year.

The following is a description of the minor capital programs offered by the ministry and the approved projects for the 2023-24 year:

School Enhancement Program (SEP)

SEP funding supports repair and maintenance projects that contribute to the function of the school and extend the life of the existing building. Eligible projects include:

- roofing upgrades (such as replacement and repair);
- exterior wall system upgrades (such as cladding, insulation, windows and building envelope);
- interior construction upgrades (such as interior accessibility, flooring and wall partitions);
- HVAC upgrades (such as heating, ventilation and air conditioning);
- electrical upgrades (such as power supply, distribution systems and fire-protection systems); and
- plumbing upgrades (such as washrooms, water fountains and re-piping).

Carbon Neutral Capital Program (CNCP)

CNCP funding supports carbon-neutral projects that have the greatest effect reducing greenhouse gas emissions and providing energy efficiency and operational savings.

Building Envelope Program (BEP)

BEP funding supports the remediation of schools suffering damage from water getting into buildings, due to premature building envelope failure. School facilities eligible for BEP funding

were built between 1985 and 2000, and have a Building Envelope Condition Assessment completed by BC Housing.

Playground Equipment Program (PEP)

PEP funding supports inclusion and accessibility through the purchase and installation of universally accessible playground equipment as requested and prioritized by school districts.

Bus Acquisition Program (BUS)

BUS funding supports the acquisition of new buses for those that have surpassed established thresholds for school bus age and/or mileage, demonstrate significant safety and/or mechanical issues, that are required to support new routes in a school district without current student transportation service, or where the school district intends to create their own busing services versus using third-party contracted services.

Contact:

Ministry of Education and Child Care
Media Relations
250 356-5963

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

INFORMATION BULLETIN

For Immediate Release
2023ECC0017-000351
March 19, 2023

Ministry of Education and Child Care

Bursary applications open for early childhood education students

VICTORIA – Students enrolled in early childhood education (ECE) programs at British Columbia post-secondary institutions can apply for bursaries to help pay costs.

From March 20, 2023, until April 3, students can apply for winter 2023 semester (January until April) bursaries through the Province’s ECE Education Support Fund, using a new online portal managed by the Early Childhood Educators of BC (ECEBC). The bursary amount varies depending on the cost of a person’s education, and ECE students may be eligible for as much as \$5,000 per semester.

Early childhood education is an in-demand and rewarding profession. Helping with the cost of education is one way the B.C. government is helping more people choose to become ECEs, so more families can access high-quality care for their children.

Bursaries are available to new and returning students enrolled in a recognized ECE training institution and program, with priority going to students who self-identify as Indigenous (First Nations, Métis, Inuit). The remaining applications will be processed on a first-come, first-served basis, with funding distributed upon proof of course completion at the end of the semester.

Since the 2018 launch of the 10-year ChildCareBC plan, more than 6,500 ECE students have received more than 12,500 bursaries to help cover the costs of their education. The B.C. government has also taken action to recruit and retain ECEs by creating 1,577 new student spaces in public post-secondary ECE programs, with more to come; enhancing wages; providing better access to training and professional development; and streamlining pathways for international ECEs.

Learn More:

For information about how to apply, visit: <https://www.ecebcbursary.ca>

For information about how to become an ECE in B.C., visit:
<https://www2.gov.bc.ca/gov/content?id=9376DE7539D44C64B3E667DB53320E71>

For information about recognized ECE training institutions and programs, visit:
<https://www2.gov.bc.ca/gov/content?id=62102395C4F64F068A63E42921E67720>

For information about B.C.’s Early Care and Learning Recruitment and Retention Strategy, and other ECE supports, visit: <https://www2.gov.bc.ca/gov/content?id=3946AF7EAB1E4AB0B24DB7D03CACC7DD>

NEWS RELEASE

For Immediate Release
2023ECC0020-000424
April 4, 2023

Ministry of Education and Child Care

School food programs get historic investment to help feed kids

RICHMOND – More children and youth will have access to healthy meals and snacks at school through the Province’s new Feeding Futures funding, which invests in building and expanding local school food programs.

“As busy parents deal with global inflation, school food programs can help reduce the pressure on their wallets while tackling student hunger,” said Rachna Singh, Minister of Education and Child Care. “Working with local schools to make sure our kids are fed and ready to learn will make a real difference for families and communities.”

Through Budget 2023, the Province is investing \$214 million over three years so school districts can create or expand local food programs in schools throughout B.C. The funds will be used for purchasing food and hiring dedicated staff to co-ordinate providing meals and snacks to students. This is the largest investment in school food programs in the Province’s history.

The Ministry of Education and Child Care will work with the Ministry of Agriculture and Food to include the Feed BC program in school food programs. Feed BC will support schools building strong community partnerships with local growers and food producers to include more B.C. food in schools and invest in local economic growth.

“Healthy minds and bodies begin with fresh, quality food,” said Pam Alexis, Minister of Agriculture and Food. “I am thrilled to see this funding go to schools across the province, where it will be used to help students get more nutritious food grown right here in our province. Together with our farmers and food businesses, we are helping to feed the minds of the next generation of British Columbians.”

The Feeding Futures program will address the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.

“The new Feeding Futures funding will benefit many families in communities across B.C., including Richmond,” said Aman Singh, MLA for Richmond-Queensborough. “Our government is reducing costs for people and supporting the well-being of students to make sure they are ready and prepared to learn.”

Non-profit organizations, donors and parent advisory councils will continue to play a vital role alongside schools to address student hunger, as it reflects the larger issue of community-based food insecurity.

Quotes:

Debbie Tablotney, board chair, Richmond School District –

“This is an important investment in the health and well-being of our students. By expanding our school food programs, we can increase access to nutritious food. As a district, we are committed to ensuring that all students have access to the resources they need to succeed. We are grateful for this funding from the Province and are excited to use this investment to support the well-being of our students.”

Amanda Nichol, first vice-president, BC Confederation of Parent Advisory Councils –

“Ensuring our students are not hungry at school is a primary emphasis of the BC Confederation of Parent Advisory Councils, therefore, the funding for school food programs is welcome news. We are aware of too many families struggling to keep up with rising costs. Support for school food programs generates positive changes. All our students should have access to nutritious food so that they can focus on learning in order to reach their full potential.”

Viveca Ellis, executive director, Single Mothers’ Alliance –

“The importance of healthy meals provided within our public education system to support learning and development should not be understated. They help families save both crucial time and money, support economic recovery and food security, and ensure that our children and youth are ready to learn. It’s encouraging to see the government prioritize the well-being and success of students, and this program has the potential to positively impact low-income children, youth and families across British Columbia.”

Judith Barry, co-founder and director of government relations, Breakfast Club of Canada –

“As many children and families continue to struggle with the increased cost of living and lack of access to nutritious foods each day, the new Feeding Futures funding is an inspiring step toward ensuring that every child in the province can benefit from school food programs and reach their full potential. This investment over three years is positioning B.C. as a leader in school nutrition programs in the country. We look forward to continuing to collaborate with all donors and stakeholders involved in ensuring support to future generations.”

Learn More:

For the funding allocation per school district, visit this link and click on the Summary of Grants to Date, 2023-24:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-23-24>

The Province has developed a new website, Build a School Food Program, to provide guidance to school districts on creating new food programs in their schools: <https://www.gov.bc.ca/bcschoolfood>

Contact:

Ministry of Education and Child Care
Media Relations
250 356-5963



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Tribune Bay Outdoor Education Centre
Meeting Location: Microsoft Teams
Meeting Time: April 14, 2023; 10-1:30 (Society AGM and Board/Governing Committee Meeting)

Territorial Acknowledgement

1. Tribune Bay Outdoor Education Centre is co-governed by the Comox Valley and Qualicum School Districts who hold the B.C. Park Use Permit. More information and a full description of the programs at <https://www.tribunebayoutdoored.ca/>
2. Society Annual General Meeting:
 - Financial Statements to December 31, 2022 require restatement and will be sent at a later date for review and acceptance.
 - Operations and Management Plans accepted with thanks. (highlights below)
 - Repairs/maintenance/water and sewage system/dangerous tree removal/grey water revamp
 - Capital improvements to lodge/administration and coordinator building/staff and guest accommodations/shelters and barn.
 - Improvement to high adventure program structures
 - Development and expansion of programs (direct advertising to the school districts requiring increased staff time.)
 - Other services and promotion etc.
 - Election of Directors and Executive
 - Next AGM, Friday, April 12, 2024
3. Board/Governance Meeting
 - Human Resource Policies and Procedures presented in draft
 - Discussion regarding further promotion of the camp
 - More information on the school districts' contributions
These funds will be held internally and used to help fund field trips organized by schools in Qualicum and Comox Valley to go to the Tribune Bay Outdoor Education Centre.
 - Suggested presentations to all stakeholders in the school districts.



Trustee Representative Committee Report

Trustee Representative:	Carol Kellogg
Committee Name:	OBLT Early Years Coalition
Meeting Location:	Zoom
Meeting Date & Time:	March 9 th 2023 at noon

Scott Beam (OBLT)

- Read from “The Joint Indian Reserve Commission and District 69” a book by Carrie Reid.
- Pete the Cat is taking place on April 20th, at Qualicum Commons from 5 to 7 p.m.
- Community partners are asked to be there at 4pm to set up. Community partners can sign up to be part of the event at: <https://volunteersignup.org/WLHAR>
- There will be a school bus for children to climb aboard.
- Soup ingredients will be offered to the first 100 families to attend. Children will be able to pick up the vegetables themselves for the recipes. Looking for 100 bags in which the families can put the vegetables in. Needs to be stronger than paper bags. Haley (Sources) will be happy to source out some bags if needed. Helene (Island Health) will come up with the list of ingredients needed for the soup recipe. OBLT will email community partners individually to see if they would like to contribute.
- There will be loose parts play in the centre of gym with community partners around the perimeter like last year. The library meeting room will also be used as a “quiet space”.
- Parking for the event was discussed.

Kris Ward (VIRL)

- During Spring Break from March 10th to April 10th the Parksville library will have two scavenger hunts: In branch scavenger hunt in the children’s section. “Island Treasures” scavenger hunt to get families outside. The form can be accessed online or at the library.
- Some *Take and Make* activity kits will be available.
- Storytime on Fridays at 10:30am. Last one will be on March 10th before a small break and will return on April 7th.
- Baby time on Wednesdays at 10:30am. Geared for children 0-18 months.
- Books for Babies bags that are available for free for new parents. These bags include a book and a CD. Contact Kris if you are interested in a bag for your families.

Kristine Stephenson (ACCRA)

- Coombs Family Day Celebration on February 20th was a big success with over 3000 people in attendance.

Sheila Morrison (SD69)

- Currently working on getting after school care set-up for Bowser Elementary.
- Along with Denise Spenser-Dahl, Sheila is supporting OBLT for the Pete the Cat event as well as organizing the Welcome to Kindergarten bags. This year the theme for the Welcome to Kindergarten bags is an ocean theme. Each bag will have items such as a book, items for colouring, items for loose parts play, etc. The bag will also include a book that shows the children what to expect at their school in regard to where the office, the bathroom, etc. is located. Like last year, the current Kindergarten students are decorating the bags. Grade 12 students will add a painted rock to the bags. After Pete the Cat event, elementary schools plan an orientation for the Kindergarteners that will be attending their schools.

Next Meeting Date: Thursday, April 13th 2023 at noon



SD69 QUALICUM

Trustee Representative Committee Report

Trustee Representative:	Carol Kellogg
Committee Name:	Oceanside Building Learning Together (OBLT) – Early Years Coalition
Meeting Location:	Zoom
Meeting Date & Time:	March 9th 2023 12:00pm

Kris Ward, VIRL: From March 10th to April 10th the Parksville Library had a variety of activities during Spring Break this also includes regular weekly events. They include scavenger hunts Will have some Take and Make activity kits available. Storytime on Fridays at 10:30am. Last one will be on March 10th before a small break. Will return on April 7th. Baby Time on Wednesdays at 10:30am. Geared for children 0-18 months. Books for Babies bags that are available for free to new parents. These bags include a book and a CD. Contact Kris if you are interested in a bag for your families.

Sheila Morrison, SD69: Currently working on getting after school care set-up for Bowser Elementary. Along with Denise Spencer-Dahl, Sheila is supporting OBLT for the *Pete the Cat* event as well as organizing the Welcome to Kindergarten bags. This year the theme for the Welcome to Kindergarten bags is an ocean theme. Each bag will have items such as a book, items for colouring, items for loose parts play, etc. The bag will also include a book that shows the children what to expect at their school regarding where the office, the bathroom, etc. is located. Like last year, the current Kindergarten students are decorating the bags. Grade 12 students will add a painted rock to the bags. After the Pete the Cat event, elementary schools plan an orientation for the Kindergarteners that will be attending their schools.

Nirm Blatchford, SOS: Continuing with all regular programs. Numbers are back up again after noticing numbers dropping due to illnesses. Currently have families on waitlists.

Brenda Wisdom, Island Health: March is nutrition month and April is oral health month. Looking to partner with other community partners to highlight oral health month in their programs. If interested contact Brenda at brenda.wisdom@islandhealth.ca or Taryn at taryn.coates@islandhealth.ca. Let's Talk Teeth – covers a variety of topics including Let's Talk - Baby Teeth Matter.

Helene Dufour, Island Health: Cost of Eating report is still delayed. Should be released in April. Strategic planning with the Minister of Health and other local health authorities about healthy eating and food security. Planning a brain building activity for youth. The workshop will be held with grade 7 students at the Grade7 Health & Wellness Conference scheduled for May 10, 2023. Pro-D Day workshop on food security went really well. Kwalikum Secondary School (KSS) has asked for them to do the workshop with the entire staff.

Annual Budget

School District No. 69 (Qualicum)

June 30, 2024

School District No. 69 (Qualicum)

June 30, 2024

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 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 and Child Care 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 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$68,095,158 for the 2023/2024 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 2023/2024.

READ A FIRST TIME THE 25th DAY OF APRIL, 2023;

READ A SECOND TIME THE 25th DAY OF APRIL, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF APRIL, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Annual Budget Bylaw 2023/2024, adopted by the Board the 25th DAY OF APRIL, 2023.

Secretary Treasurer

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,335,000	4,450,000
Adult	1,000	2,000
Total Ministry Operating Grant Funded FTE's	<u>4,336,000</u>	<u>4,452,000</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	58,455,125	56,740,437
Other	2,746,731	2,759,673
Tuition	3,900,000	3,800,000
Other Revenue	1,440,000	1,465,000
Rentals and Leases	700,000	600,000
Investment Income	520,000	420,000
Total Revenue	<u>67,761,856</u>	<u>65,785,110</u>
Expenses		
Instruction	52,087,808	50,727,267
District Administration	2,770,552	2,712,518
Operations and Maintenance	10,150,175	9,950,371
Transportation and Housing	2,586,623	2,537,629
Total Expense	<u>67,595,158</u>	<u>65,927,785</u>
Budgeted Surplus (Deficit), for the year	<u>166,698</u>	<u>(142,675)</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	166,698	(142,675)
Budgeted Surplus (Deficit), for the year	<u>166,698</u>	<u>(142,675)</u>

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	56,238,701	54,776,532
Operating - Tangible Capital Assets Purchased	500,000	200,000
Special Purpose Funds - Total Expense	7,726,424	7,598,905
Capital Fund - Total Expense	3,630,033	3,552,348
Total Budget Bylaw Amount	68,095,158	66,127,785

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary/Treasurer	Date Signed

DRAFT

School District No. 69 (Qualicum)

Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2024

	2024 Annual Budget \$	2023 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>166,698</u>	<u>(142,675)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(500,000)</u>	<u>(200,000)</u>
Total Acquisition of Tangible Capital Assets	<u>(500,000)</u>	<u>(200,000)</u>
Amortization of Tangible Capital Assets	<u>2,930,033</u>	<u>2,952,348</u>
Total Effect of change in Tangible Capital Assets	<u>2,430,033</u>	<u>2,752,348</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>2,596,731</u></u>	<u><u>2,609,673</u></u>

School District No. 69 (Qualicum)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	51,328,701	49,866,532
Other	150,000	150,000
Tuition	3,900,000	3,800,000
Other Revenue	140,000	140,000
Rentals and Leases	700,000	600,000
Investment Income	520,000	420,000
Total Revenue	56,738,701	54,976,532
Expenses		
Instruction	44,679,225	43,437,495
District Administration	2,770,552	2,712,518
Operations and Maintenance	6,745,459	6,664,045
Transportation and Housing	2,043,465	1,962,474
Total Expense	56,238,701	54,776,532
Net Revenue (Expense)	500,000	200,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(500,000)	(200,000)
Total Net Transfers	(500,000)	(200,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	49,966,184	46,708,130
Other Ministry of Education and Child Care Grants		
Pay Equity	936,176	936,176
Funding for Graduated Adults		3,143
Student Transportation Fund	426,341	426,341
FSA Scorer Grant		8,187
Early Learning Framework (ELF) Implementation		670
Equity Scann		8,810
Labour Settlement Funds		1,775,075
Total Provincial Grants - Ministry of Education and Child Care	51,328,701	49,866,532
Provincial Grants - Other	150,000	150,000
Tuition		
International and Out of Province Students	3,900,000	3,800,000
Total Tuition	3,900,000	3,800,000
Other Revenues		
Miscellaneous		
Transportation revenue	50,000	50,000
Miscellaneous	90,000	90,000
Total Other Revenue	140,000	140,000
Rentals and Leases	700,000	600,000
Investment Income	520,000	420,000
Total Operating Revenue	56,738,701	54,976,532

School District No. 69 (Qualicum)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Salaries		
Teachers	21,378,073	20,557,366
Principals and Vice Principals	3,767,595	3,606,337
Educational Assistants	3,859,480	3,743,872
Support Staff	6,088,743	5,699,870
Other Professionals	2,006,577	1,893,638
Substitutes	2,086,182	2,078,572
Total Salaries	39,186,650	37,579,655
Employee Benefits	10,203,433	9,660,259
Total Salaries and Benefits	49,390,083	47,239,914
Services and Supplies		
Services	3,217,968	3,437,968
Professional Development and Travel	391,500	481,500
Rentals and Leases	5,000	5,000
Dues and Fees	68,000	68,000
Insurance	185,000	185,000
Supplies	1,800,150	2,197,540
Utilities	1,181,000	1,161,610
Total Services and Supplies	6,848,618	7,536,618
Total Operating Expense	56,238,701	54,776,532

School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	17,472,917	1,223,575		16,426		1,202,813	19,915,731
1.03 Career Programs	98,977			46,521			145,498
1.07 Library Services	536,445	39,813		274,462			850,720
1.08 Counselling	939,603						939,603
1.10 Special Education	1,852,792	185,939	3,390,354	28,089	90,629	491,514	6,039,317
1.20 Early Learning and Child Care			53,442				53,442
1.30 English Language Learning	138,428						138,428
1.31 Indigenous Education	97,463	151,291	364,242	28,089			641,085
1.41 School Administration		1,692,974		1,198,867		112,355	3,004,196
1.62 International and Out of Province Students	241,448	310,687	51,442	30,834	214,339		848,750
1.64 Other					43,012		43,012
Total Function 1	21,378,073	3,604,279	3,859,480	1,623,288	347,980	1,806,682	32,619,782
4 District Administration							
4.11 Educational Administration		163,316		48,480	460,274		672,070
4.40 School District Governance					123,141		123,141
4.41 Business Administration				330,934	708,499	3,000	1,042,433
Total Function 4	-	163,316	-	379,414	1,291,914	3,000	1,837,644
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				61,635	295,692	500	357,827
5.50 Maintenance Operations				2,709,407		225,500	2,934,907
5.52 Maintenance of Grounds				214,722			214,722
5.56 Utilities							-
Total Function 5	-	-	-	2,985,764	295,692	226,000	3,507,456
7 Transportation and Housing							
7.41 Transportation and Housing Administration				56,177	70,991	500	127,668
7.70 Student Transportation				1,044,100		50,000	1,094,100
7.73 Housing							-
Total Function 7	-	-	-	1,100,277	70,991	50,500	1,221,768
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	21,378,073	3,767,595	3,859,480	6,088,743	2,006,577	2,086,182	39,186,650

School District No. 69 (Qualicum)
 Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	19,915,731	5,123,498	25,039,229	822,400	25,861,629	25,181,997
1.03 Career Programs	145,498	36,488	181,986	297,500	479,486	469,140
1.07 Library Services	850,720	224,236	1,074,956	28,700	1,103,656	1,041,367
1.08 Counselling	939,603	237,292	1,176,895		1,176,895	1,109,579
1.10 Special Education	6,039,317	1,776,371	7,815,688	71,000	7,886,688	7,751,221
1.20 Early Learning and Child Care	53,442	13,984	67,426		67,426	-
1.30 English Language Learning	138,428	38,193	176,621		176,621	166,410
1.31 Indigenous Education	641,085	166,036	807,121	95,668	902,789	858,688
1.41 School Administration	3,004,196	772,420	3,776,616	97,800	3,874,416	3,948,524
1.62 International and Out of Province Students	848,750	213,162	1,061,912	2,033,800	3,095,712	2,859,613
1.64 Other	43,012	10,895	53,907		53,907	50,956
Total Function 1	32,619,782	8,612,575	41,232,357	3,446,868	44,679,225	43,437,495
4 District Administration						
4.11 Educational Administration	672,070	135,127	807,197	87,000	894,197	850,790
4.40 School District Governance	123,141	16,278	139,419	95,340	234,759	272,591
4.41 Business Administration	1,042,433	239,163	1,281,596	360,000	1,641,596	1,589,137
Total Function 4	1,837,644	390,568	2,228,212	542,340	2,770,552	2,712,518
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	357,827	80,932	438,759	273,300	712,059	682,834
5.50 Maintenance Operations	2,934,907	717,114	3,652,021	770,610	4,422,631	4,406,621
5.52 Maintenance of Grounds	214,722	56,547	271,269	103,500	374,769	338,590
5.56 Utilities	-	-	-	1,236,000	1,236,000	1,236,000
Total Function 5	3,507,456	854,593	4,362,049	2,383,410	6,745,459	6,664,045
7 Transportation and Housing						
7.41 Transportation and Housing Administration	127,668	29,628	157,296	17,500	174,796	166,347
7.70 Student Transportation	1,094,100	316,069	1,410,169	418,500	1,828,669	1,756,127
7.73 Housing	-	-	-	40,000	40,000	40,000
Total Function 7	1,221,768	345,697	1,567,465	476,000	2,043,465	1,962,474
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	39,186,650	10,203,433	49,390,083	6,848,618	56,238,701	54,776,532

School District No. 69 (Qualicum)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	2024 <u>Annual Budget</u> \$	2023 Amended <u>Annual Budget</u> \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	6,426,424	6,273,905
Other Revenue	1,300,000	1,325,000
Total Revenue	<u>7,726,424</u>	<u>7,598,905</u>
Expenses		
Instruction	7,408,583	7,289,772
Operations and Maintenance	199,383	199,383
Transportation and Housing	118,458	109,750
Total Expense	<u>7,726,424</u>	<u>7,598,905</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			572,950						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	199,383	189,129		96,000	19,600	101,000	425,818	437,804	4,021,658
Other	199,383	189,129	1,250,000	96,000	19,600	101,000	425,818	437,804	4,021,658
Less: Allocated to Revenue	199,383	189,129	1,300,000	96,000	19,600	101,000	425,818	437,804	4,021,658
Deferred Revenue, end of year	-	-	522,950	-	-	-	-	-	-
Revenues	199,383	189,129	1,300,000	96,000	19,600	101,000	425,818	437,804	4,021,658
Provincial Grants - Ministry of Education and Child Care	199,383	189,129	1,300,000	96,000	19,600	101,000	425,818	437,804	4,021,658
Other Revenue									
Expenses									
Salaries									
Teachers							42,709		3,254,450
Principals and Vice Principals				39,813					
Educational Assistants	157,158	147,569					241,579	156,000	
Support Staff								195,964	
Other Professionals							43,012		
Employee Benefits	157,158	147,569				39,813	327,300	351,964	3,254,450
Services and Supplies	42,225	41,560				8,160	86,018	85,840	767,208
	199,383	189,129	1,300,000	96,000	19,600	53,027	12,500	437,804	4,021,658
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	First Nation Student Transportation	Student & Family Affordability	ECL Early Care & Learning	Feeding Futures Fund	TOTAL
Deferred Revenue, beginning of year	\$ 10,458	\$ 98,000	\$ 24,836	\$ -	\$ 706,244
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	108,000		175,000	519,738	6,293,130
Other	108,000	-	175,000	519,738	1,250,000
					7,543,130
Less: Allocated to Revenue	118,458	98,000	199,836	519,738	7,726,424
Deferred Revenue, end of year	-	-	-	-	522,950
Revenues	118,458	98,000	199,836	519,738	6,426,424
Provincial Grants - Ministry of Education and Child Care	118,458	98,000	199,836	519,738	1,300,000
Other Revenue					7,726,424
Expenses					
Salaries					
Teachers					3,297,159
Principals and Vice Principals			113,468		153,281
Educational Assistants				76,280	621,428
Support Staff	89,450				442,572
Other Professionals					43,012
	89,450	-	113,468	76,280	4,557,452
Employee Benefits	18,560		23,205	22,303	1,095,079
Services and Supplies	10,448	98,000	63,163	421,155	2,073,893
	118,458	98,000	199,836	519,738	7,726,424
Net Revenue (Expense)	-	-	-	-	-

School District No. 69 (Qualicum)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	700,000		700,000	600,000
Other	2,596,731		2,596,731	2,609,673
Total Revenue	3,296,731	-	3,296,731	3,209,673
Expenses				
Operations and Maintenance	700,000		700,000	600,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,505,333		2,505,333	2,486,943
Transportation and Housing	424,700		424,700	465,405
Total Expense	3,630,033	-	3,630,033	3,552,348
Net Revenue (Expense)	(333,302)	-	(333,302)	(342,675)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	500,000		500,000	200,000
Total Net Transfers	500,000	-	500,000	200,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	166,698	-	166,698	(142,675)

SCHOOL DISTRICT NO. 69 (QUALICUM)
2023-24 Budget Summary

4/19/2023

	2022/23		2023/24		
	Annual Budget	Amended Budget	Annual Budget	Diff	Comment
REVENUE					
PROVINCIAL GRANTS					
Operating Grant	45,577,501	47,983,205	49,966,184	1,982,979	incr for wage lifts/decr in enrolment
Other MOE Grants-Transportation fund	426,341	426,341	426,341	0	
Other MOE Grants-Pay Equity	936,176	936,176	936,176	0	
Other MOE Grants-Misc	0	20,810		-20,810	
TOTAL MINISTRY OF ED GRANTS	46,940,018	49,366,532	51,328,701	1,962,169	
OTHER REVENUES					
Other Provincial Revenues	150,000	150,000	150,000	0	
Offshore Tuition	3,700,000	3,800,000	3,900,000	100,000	
Miscellaneous	140,000	140,000	140,000	0	
Rental and Leases	600,000	600,000	700,000	100,000	
Investment Income	120,000	420,000	520,000	100,000	
TOTAL OTHER REVENUE	4,710,000	5,110,000	5,410,000	300,000	
TOTAL REVENUES	51,650,018	54,476,532	56,738,701	2,262,169	
EXPENDITURES					
SALARIES AND BENEFITS					
Teachers	19,551,359	20,557,366	21,378,073	820,707	decr for enrolment
Principals and Vice Principals	3,495,967	3,606,337	3,767,595	161,258	
Educational Assistants	3,630,690	3,743,872	3,859,480	115,608	decr for enrolment
Support Staff	5,444,412	5,699,870	6,088,743	388,873	
Other Professionals	1,790,244	1,893,638	2,006,577	112,939	
Substitutes	1,765,662	2,078,572	2,086,182	7,610	
Benefits	9,341,930	9,660,259	10,203,433	543,174	incr in premiums
TOTAL SALARIES AND BENEFITS	45,020,264	47,239,914	49,390,083	2,150,169	
Benefits as a % of Total Salaries	26.2%	25.7%	26.0%		
SUPPLIES AND SERVICES					
Services	3,140,268	3,237,968	3,217,968	-20,000	decr prog budg
Training and Travel	543,085	481,500	391,500	-90,000	decr prog budg
Rental and Leases	5,000	5,000	5,000	0	
Dues and Fees	71,000	68,000	68,000	0	
Insurance	164,000	185,000	185,000	0	
Supplies	2,120,952	2,097,540	2,300,150	202,610	decr prog budg/incr equip repl
Utilities	986,000	1,161,610	1,181,000	19,390	
Capital Equipment					
TOTAL SUPPLIES AND SERVICES	7,030,305	7,236,618	7,348,618	112,000	
TOTAL EXPENDITURES	52,050,569	54,476,532	56,738,701	2,262,169	
NET REVENUE (EXPENDITURE)	-400,551	0	0	0	
Budgeted Use of Surplus	400,551			0	
Surplus (Deficit), for the Year	0	0	0	0	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2023-24 Budget Summary

4/19/2023

	2022/23		2023/24		
	Annual Budget	Amended Budget	Annual Budget	Diff	Comment
INSTRUCTION					
Regular Instruction	23,888,551	24,681,997	25,861,629	1,179,632	decr for enrolment
Career Programs	501,633	469,140	479,487	10,347	
Library Services	1,091,420	1,041,367	1,103,656	62,289	
Counselling	1,026,934	1,109,579	1,176,895	67,316	
Special Education	7,208,825	7,751,221	7,886,687	135,466	decr for enrolment
Early Learning and Childcare			67,427	67,427	new program
English as a Second Language	96,450	166,410	176,621	10,211	
Aboriginal Education	764,066	858,688	902,789	44,101	
School Administration	3,895,867	3,948,524	3,874,415	-74,109	decr for leave
Continuing Education	0	0	0	0	
Off Shore Students	2,760,377	2,859,613	3,095,712	236,099	
Other	50,858	50,956	53,907	2,951	
Function 1 - Instruction	41,284,981	42,937,495	44,679,225	1,741,730	
DISTRICT ADMINISTRATION					
Educational Administration	727,240	850,790	894,197	43,407	
School District Governance	271,405	272,591	234,758	-37,833	decr for election
Business Administration	1,475,410	1,589,137	1,641,596	52,459	decr for retirement
Function 4 - District Administration	2,474,055	2,712,518	2,770,551	58,033	
OPERATIONS AND MAINTENANCE					
Operations and Maintenance Admin	620,343	682,834	712,059	29,225	
Maintenance Operations	4,461,450	4,606,621	4,922,632	316,011	incr for equip repl
Maintenance of Grounds	328,264	338,590	374,769	36,179	
Utilities	1,066,000	1,236,000	1,236,000	0	
Capital Equipment				0	
Function 5 - Operations and Maint	6,476,057	6,864,045	7,245,460	381,415	
TRANSPORTATION AND HOUSING					
Transportation and Housing Admin	165,906	166,347	174,796	8,449	
Student Transportation	1,609,570	1,756,127	1,828,669	72,542	
Housing/Boarding	40,000	40,000	40,000	0	
Function 7 - Transportation and Housing	1,815,476	1,962,474	2,043,465	80,991	
TOTAL FUNCTION 1-7	52,050,569	54,476,532	56,738,701	2,262,169	

Special Purpose Fund (SPF) Budget					
Annual Facility Grant	199,383	199,383	199,383	0	only funding that is confirmed
Classroom Enhancement Fund	3,956,926	4,339,880	4,459,462	119,582	is included in the budget
Community Link	391,995	405,387	425,818	20,431	
Learning Improvement Fund	155,134	160,397	189,129	28,732	
French Funds	97,565	149,176	101,000	-48,176	
Strong Start	96,000	96,000	96,000	0	
Ready, Set, Learn	19,600	19,600	19,600	0	
Federal Safe Return	0	41,955	0	-41,955	
Provincial Safe Return	0	0	0	0	
Family Affordability Fund		448,698	519,738	71,040	
Mental Health	0	55,000	0	-55,000	
Seamless DC	0	91,975	0	-91,975	
CR4YC/ECL Scan	0	175,000	175,000	0	
FN Transportation	107,472	119,680	108,000	-11,680	
School Generated Funds		6,000	0	-6,000	
				0	
Special Purpose Funds-Total	5,024,075	6,308,131	6,293,130	-15,001	

	Needs to be Included	Comment
<u>Items to be addressed</u>		
Operating grant loss	270,000	30.0 FTE decline
Exempt grid adjustments	340,000	if not funded
Software licenses	50,000	
<u>Pressures ongoing</u>		
Replacement costs		21/22- incr of 360K
Benefits (WCB/EHB/Dental)	140,000	(38.6%/11.5%/2.2%)
Utilities		21/22- incr of 200K
District/School supply accounts		
	<u>800,000</u>	Potential costs
<u>Revenue items</u>		
Rental revenues	(100,000)	rental rate increases
Investment revenues	(100,000)	interest rate increase
Zero Waste	(25,000)	recoverable from RDN
Trustee elections	(60,000)	one time costs removed
	<u>(285,000)</u>	Potential savings
Shortfall	<u>515,000</u>	

Response

AFG - shift O&M costs from Op		195,000	* shift from Operating fund
Food - shift PW from Op	1.0	60,000	* shift from Operating fund
ECL grant - shift add'l Prin time	0.6	90,000	* shift from Operating fund
Program supply/services budgets		110,000	from review of program needs
District support/administration	0.7	50,000	not replacing a retirement
Teachers	1.0	115,000	from District staffing matrix
EA	2.0	100,000	from District staffing matrix
Custodial replacement/supplies		120,000	from review of custodial dept.
Total of Potential response		<u>840,000</u>	
Cushion (used to pay for additional items)		<u>325,000</u>	

* new funding will support work currently being done with operating funds

	Cost	Comment
<u>Additional items to be considered</u>		
Tech refresh - add'l to Evergreen program	100,000	Devices plus projectors
	125,000	Routers/hubs
White fleet - add'l to Equip repl	100,000	Vans/equipment
	<u>325,000</u>	
Transportation route software	100,000	One time + ongoing
HR requests	65,000	eDocs/Workflow
	<u>165,000</u>	
	<u>490,000</u>	Potential costs

March 23, 2023 (via email)

Good Morning School Board #69 Directors,

Thank you for allowing us to bring the presentation with Mr. Marcus Schluschen, Certified EMF Consultant.

Please read this recent article in the Comox Valley Record regarding nonconcurrence of the cell tower, also please read about the **Precautionary Principle**. We would appreciate your writing the RDN Regional District of Nanaimo expressing your concern.

In re-measuring the straight line from the proposed cell tower to the Oceanside Elem. School on Wright Road, this is just over 1,000 metres [1 kilometer]. Cause for alarm.

Thank you kindly,
Dr. Fred and Carol Dowe for the
Concerned Citizens around 1477 Hodges Road, 207 foot cell tower proposed.

<https://www.comoxvalleyrecord.com/news/tower-proposed-in-comox-valley-neighbourhood-draws-pushback/>



Briefing Note

Date: April 25, 2023
To: Board of Education
From: Peter Jory, Superintendent of Schools
RE: School District 69 (Qualicum) Strategic Plan DRAFT

Background:

Attached is the most current version of our proposed Qualicum School District Strategic Plan for 2023-2028. This plan was developed from parent and staff survey data and student focus group data. The data were arranged into themes and prioritized by a group of 40 stakeholders over three meetings in February and March, then reviewed again by this group along with a group of students before further revisions occurred.

The DRAFT goals are as follows:

- **To Learn – Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school**
- **To Give – Students leading local and global change**
- **To Belong – Supporting all learners in pursuit of equity of outcomes**
- **To Grow – Developing critical social skills and all of the strategies necessary for a healthy self**

The outcomes for the plan have been selected and arranged to promote clarity and accountability across the system. What we want to see from students is placed at the forefront, with the actions of the educators (adults), the tasks and artifacts that will demonstrate success, and the support or direction that the district will provide all explicitly named as well. This version also includes the First People's Principles of Learning, which have been allotted to the four goals to serve as an additional framework to guide and influence ongoing work.

Next Steps:

Further conversation regarding actual content, the potential rollout of the plan, use of a brochure or other publications, logo and other branding options, as well as the school presentations related to the new plan and planning structure will need to occur in the next month prior to approval. The new DRAFT Strategic Plan will be shared through our website, social media, and a town hall meeting on Zoom occurring June 6th, with feedback collected prior to the June Public Meeting of the Board of Education.

Recommendation:

This briefing note is for information only.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

Qualicum School District Strategic Plan 2023-2028

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

To Give – Students leading local and global change

To Belong – Supporting all learners in pursuit of equity of outcomes

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

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

*From the First Peoples' Principles of Learning:
Learning recognizes the role of Indigenous knowledge.
Learning is imbedded in memory, history, and story.
Learning involves patience and time.*

S1: Students make choices about their learning within the Big Ideas and select the strategies, tools, and supports they need to be successful

S2: Students acquire practical and life skills needed to thrive on their own as independent adults

S3: Students ask relevant and meaningful questions about their own context and world beyond

S4: Students demonstrate they are proficient literacy and numeracy learners

S5: Students are able to successfully transition through the BC K-12 Curriculum

S6: Students graduate with the skills and knowledge that is meaningful to them, prepared for successful lives beyond school

E1: Educators support students with their understanding of the BC Curriculum, while allowing for flexibility and agency in student learning and assessment

E2: Educators bring real-life problems and skills into the learning environment and make time for meaningful and authentic activities

E3: Educators teach questioning strategies, critical thinking frameworks, and provide opportunities for student inquiry

E4: Educators demonstrate a high level of fidelity to the teaching, supporting, and assessing of core skills

E5: Educators work towards the success of all students, building the connections and skills that will lead to academic success and meaningful graduation

T1: Projects and learning activities show authenticity and agency

T2: Students successfully complete their local and provincial assessments

T3: Graduation rates and exit surveys indicate successful and meaningful graduation

School District 69 (Qualicum) resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations.

Qualicum School District Strategic Plan 2023-2028

D1: The District facilitates check-in sessions on the BC Curriculum for parents and staff

D2: The District supports professional learning in places where educators express an interest or need

To Give – Students leading local and global change

From the First Peoples' Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

Learning requires the exploration of one's own identity.

S1: Students demonstrate personal confidence, pride, and empathy for others

S2: Students engage in service and leadership activities in their class, school, and beyond

E1: Educators provide lessons that build community and emphasize social responsibility

E2: Educators co-develop class and school projects that emphasize service, leadership, and student voice

T1: Project presentations include elements of citizenship, leadership

T2: Positive leadership is celebrated and recognized wherever it occurs

D1: The District provides learning opportunities for authentic student action and shared learning experiences

D2: The District supports student leadership at all levels, including sponsoring district-wide events, providing a platform for student voice, and supporting Indigenous student leadership

To Belong – Supporting all learners in pursuit of equity of outcomes

From the First Peoples' Principles of Learning:

Learning involves the consequences of one's actions.

Learning involves generational roles and responsibilities.

S1: Students recognize their own strengths and accomplishments, as well as the strengths and accomplishments of others

S2: Students set goals, select and use learning strategies, advocate for supports, and use a variety of environments for learning

E1: Educators use a strength-based approach for inclusion, instruction, and assessment

E2: Educators support student goal setting, flexibility in strategy use, and student self-advocacy, flexible use of learning spaces

T1: Classroom and school reporting processes include student goal setting and self-reporting

T2: School environments are clean, safe, welcoming, and flexible

School District 69 (Qualicum) resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations.

Qualicum School District Strategic Plan 2023-2028

T3: District achievement results show trend lines moving toward actual equity of outcome

D1: The District provides clear direction on and professional development for assessment and reporting

D2: The District provides transparency in regard to structural supports for students with different needs

D3: The District prioritizes maintaining school environments that are clean, safe, welcoming, and flexible

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

From the First Peoples' Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

S1: Students have an awareness of self, express kind and respectful communication, solve conflict in peaceful ways, and take responsibility for their actions

S2: Students demonstrate healthy habits that lead to physical, mental, and emotional wellness

S3: Students are connected to their school culture, peers, and responsible adults in the system

E1: Educators teach, model, and support awareness of self, express kind and respectful communication, solving conflict in peaceful ways, and taking responsibility for actions

E2: Educators teach and model healthy habits that lead to physical, mental, and emotional wellness

E3: Educators provide opportunities for positive social contact by supporting extra-curricular events, clubs, and programs during lunch and after school

T1: Survey and discipline data demonstrate positive trend lines in regard to wellness, connection, and behaviour

T2: Students connect to school culture by participating in extra-curricular events, clubs, and programs during lunch and after school

D1: The District supports learning opportunities for staff, students, and parents in support of wellness and connection

D2: The District supports extra-curricular activities with a focus on inclusion and equity

D3: The District supports parental engagement and involvement



Finance & Operations Committee of the Whole Report
Monday, April 17, 2023
Via Zoom
10:30 a.m.
Facilitator, Trustee Young

1. TERRITORIAL ACKNOWLEDGEMENT

2. PRESENTATION (10 MINUTES)

None

3. PROJECT UPDATES

- a. **Oceanside Community Track** –Trustee Young shared with the Committee that at their recent capital planning meeting, the City of Parksville has committed to making an additional contribution to the Track project with the hope that the RDN and Town of Qualicum will also make contributions to offset their commitment. It is anticipated that the project needs 4-5 months to build so this secured commitment will allow staff to finalize the planning and to confirm the scheduling details for the project. It is also anticipated that with a timeline of 20 months to complete the project (Fall 2024), it will allow staff to continue discussions with potential contractors and to develop timelines for the tendering process to take place. It was supported that a motion would go to the Board to proceed with the project.

4. ITEMS FOR DISCUSSION

- a. **Facility Utilization** – Secretary Treasurer Amos walked the committee through the capacity and utilization summary provided with the agenda. It was shared that this document was sent to the Ministry to illustrate what our current capacities were in light of the 2014 reconfigurations that closed four schools and converted three middle schools. He acknowledged that there are still some minor edits to confirm the use of some classrooms but it is meant to continue the discussion on how our schools are being utilized in order to monitor for any space issues that may arise. The terms nominal and operating capacities were discussed in relation to the Ministry's capital planning context and that they provide general parameters of how many students a facility could reasonably accommodate.
- b. **Bus Pass/Fees** – Secretary Treasurer Amos opened the discussion with some background, sharing that the topic was discussed in April 2022 as a need to review current the bus fees. At the time it was felt that a more fulsome discussion needed to take place prior to implementing any increases to fees even though, in comparison to other school districts, SD69 fees are very low. It was shared that as the District undertakes the review of its transportation service and in preparation for contemplating a routing software the District needs to better understand how many students are actually being transporting. It was explained that although the District has issued about 2400 bus passes (z-passes), staff don't actually have a good understanding of how many students are actually using the service. Although route lists are kept, registered vs. riders is still not known. It is felt that the introduction of a \$25 application fee would help pay for the administration of the bus pass program as well as discourage applications for ridership who do not intend to ride, thereby opening up the opportunity to make the district's routes more efficient and to potentially provide more seats for courtesy riders. It was felt that prior to implementing the application fee, more information could be shared with parents.

- c. **23-24 Budget Plan** - Secretary Treasurer Amos highlighted that there will be one more public meeting (16th) to review the Budget prior to it being presented to the Board for adoption.

5. INFORMATION ITEM(S)

- a. **Quarter 3 Financial Summary** – Secretary Treasurer Amos provided an overview of the latest quarterly results highlighting that most costs are within reasonable ranges per this time of year.
- b. **Ministry Supported 23/24 Capital Projects** - Secretary Treasurer Amos provided the background that the Capital summary was shared at the March Regular Board meeting but was included in the committee agenda to allow for more directed discussion. Director of Operations Munro shared that he was looking forward to scheduling and undertaking these projects particularly the False Bay Elementary seismic project, which although is supported, will start the next phase of developing a business case to ultimately get Ministry approval and funding.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

- a. With the funding for the Oceanside Track project now secured:

THAT the Board of Education of School District No. 69 (Qualicum) support the final planning required and direct staff to proceed with building a 6-lane track at Ballenas Secondary School.

7. FUTURE TOPICS

Facility walk through – Trustee Young shared her idea to have future meetings held at our leasable facilities in order to get to tour them and to better understand their conditions. It was supported to hold the next committee meeting at Craig Street Commons and to include a walk through. Staff will organize the setup and tour. Future locations could be at the Qualicum Commons facility.

8. NEXT MEETING DATE:

Monday, May 15, 2023 at 10:30 via zoom

9. ADJOURNMENT



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

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

I. RENTALS AND COMMUNITY USE

The Board of Education believes that school facilities, when not required for school use, may be made available for use by the community and that school facilities should be used as extensively as possible. Rental rates and procedures will be in place to ensure that facilities and grounds are provided to community users at a rate that provides net revenue to the school district as possible and appropriate, knowing that in certain cases rental rates will be cost recover only.

PROCEDURES

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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 105 – ADMINISTRATIVE PROCEDURES

USE OF SCHOOL FACILITIES

Page 2 of 9

d. Commercial:

Profit oriented and non-resident individuals and organizations.

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

3. Applications:

- a. All applications are processed by the School District's General Manager of Operations or designate.
- b. Applications must be made at least 21 days prior to the event taking place.
- c. **An application fee of \$25.00 per application will be charged to recover the administrative costs.**
- d. The applicant must receive a booking confirmation from the General Manager of Operations or designate prior to using a district facility ***(Approval from a school principal is not valid.)***

4. Bookings:

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

5. Rental Fees:

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

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

Page 9 of 9

SCHEDULE A
HOURLY RATES FOR RENT OF FACILITY*

MONDAY TO FRIDAY

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

WEEKEND/STATUTORY HOLIDAY

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

***An application fee of \$25.00 per application will be charged to recover the administrative costs.**

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 maintain an unrestricted operating surplus as a contingency reserve to be used to mitigate future budget shortfalls. If possible, the targeted amount of unrestricted operating surplus will be between 2% and 3% of the total operating budget **expenses** 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 **the public, including First Nations and Métis Nation BC**, 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. An unrestricted operating surplus of between 2% and 3% of the preliminary budget should be built into budget planning.

Multi-Year Financial Plans

The Board annual operating budget is aligned with the three-year financial plan that the Board must develop, implement, and annually provide to the Ministry reflecting the implementation and maintenance of the Board's educational and operational objectives

FINANCIAL REPORTING AND OPERATING SURPLUSES



including enhanced student educational outcomes. The financial allocations included in the budget should support the strategic directions identified in the Board's Strategic Plan

Financial Reporting

The Board will also report the Board's progress on aligning funding and resources with their strategic plans and other operational needs of the school district, including enhancing student educational outcomes, by posting annual information on its website as part of its usual report out to stakeholders and the public.

The Board will use the existing Ministry financial reporting framework (including a Financial Statement Discussion and Analysis Report) to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (for example, enhanced student educational outcomes and other operational needs of the board).

Definitions:

1. Accumulated operating surplus: The extent to which operating revenues from all previous years exceeds operating expenditures ~~from all previous years~~ **less Inter-Fund Transfers from current and prior years.**
2. Accumulated Operating Deficit: The extent to which operating expenditures from all previous years exceeds operating revenues ~~from all previous years.~~ **less Inter-Fund Transfers from current and prior years.**
3. **Accumulated Operating Deficit: The accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.**

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:
2022.05.24



Financial Reporting

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

The Accumulated Operating Surplus will be comprised of the following ~~two components~~ **categories**:

1. **Internally restricted operating surplus**

To support long-term financial planning the board can restrict operating surplus for use in future years within ministry-specified guidelines (see the [Ministry Companion Guide to the Accumulated Operating Surplus Policy](#)). To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (for example, related to land, legal or personnel matters), but the default should always be to a public meeting motion whenever possible.

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district. The three streams of internally restricted operating surplus are:

- a. **Restricted due to the nature of constraints on the funds;**
- b. **Restricted for anticipated unusual expenses identified by the board; and**
- c. **Restricted for operations spanning multiple school years**

2. **Restricted for future capital cost sharing**

To support major capital projects that are identified in boards' 5-year Capital Plans, and approved by the Ministry for concept plan or business case development, the board may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the [Capital Planning Instructions](#).

3. **Local capital**

Local Capital includes the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to the board strategic goals, or that address capital assets investment, or that meet the specified needs of the school district.



4. **Unrestricted operating surplus (contingency)**

- a. ~~Appropriated Operating Surplus~~
- b. ~~Unrestricted Operating Surplus~~

1. In conjunction with the Board's review and approval of the annual financial statements, the Board will recognize a portion of the accumulated operating surplus (if one exists) for the purpose of forming a reserve for contingencies.
2. The unrestricted operating surplus will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
3. 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.
4. ~~The balance of the accumulated operating surplus will be held as unrestricted operating surplus.~~
5. The 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.
6. Examples for use of the 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
7. When use of the unrestricted operating surplus reduces the balance below what is determined to be sufficient, the Board will adopt strategies for replenishing the unrestricted operating surplus within an appropriate timeframe.

5. **Reporting**

The board will use the existing Ministry financial reporting framework and the sample reporting template in the Companion Guide to annually provide the Ministry with an annual report on their budget allocation decisions, (including operating surplus and Local Capital), demonstrating that approved allocations support boards' strategic objectives.



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. Multi-year funding of projects and programs; and,
 - b. 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 unrestricted operating surplus, and when applicable, strategies for replenishing the 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: **2022.05.24**



**BOARD POLICY 900: INFORMATION MANAGEMENT AND ACCESS
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

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 FOIPPA, School Act and Ministerial Orders.

Guiding Principles:

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

- a. **include being open and transparent about the purposes for which personal information may be collected and used by the School District;**
- b. control the manner in which the School District collects, retains, uses, accesses, discloses and disposes of employee and student personal information;
- c. 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*;
- d. 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;
- e. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- f. 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 – *Personal Information Management and Access* to Board Policy 900
- Administrative Procedure II – *Privacy Breach Response* to Board Policy 900
- Administrative Procedure III – *Privacy Impact Assessments* to Board Policy 900
- Board Policy 501: *Acceptable Use of Technology* 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
- The *School Act* (Section 9)
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
- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf

Adopted/Amended:

Adopted: 1980.01.23



**BOARD POLICY 900: ~~INFORMATION MANAGEMENT AND ACCESS~~
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

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: **2022.09.13**



ADMINISTRATIVE PROCEDURES I TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS

PRIVACY MANAGEMENT AND ACCOUNTABILITY

PERSONAL INFORMATION MANAGEMENT AND ACCESS

PURPOSE

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 Board Policy 900: Information Management and Access. See Appendix I for definitions.

ROLES AND RESPONSIBILITIES

1. The Superintendent of Schools/CEO is recognized as the Head of the Public Body (or any person to whom the Head has delegated their powers by written instrument).
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; ~~and~~,
 - e. ensure that disclosures of information are made only to those entitled to that information, ~~and~~.
 - f. **Report privacy breaches to the School District**

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.



**ADMINISTRATIVE PROCEDURES I TO BOARD POLICY 900:
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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 ancillary 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 II 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:



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- 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.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES I TO BOARD POLICY 900: INFORMATION MANAGEMENT AND ACCESS

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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 900: Personal Information Management and Access 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



ADMINISTRATIVE PROCEDURES I TO BOARD POLICY 900:
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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 III 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.

References:

- Board Policy 900: *Personal Information Management and Access*
- Board Policy 501: *Acceptable Use of Technology* 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
- The *School Act* (Section 9)
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



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- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf

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: **2022.09.13**

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
- <u>Form 1704 (MyEdBC)</u>	
- <u>A minimum of the two most recent years of student Progress Reports</u>	
<u>OR</u>	
<u>An official copy of the Transcript of Grades</u>	
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"> • inventory of asbestos containing materials • risk assessments • inspections • air monitoring 	6.32(1)	10 years			x
	<ul style="list-style-type: none"> • corrective actions to control the release of asbestos fibres • written work procedures • written notification to WorkSafeBC of abatement works • training and instruction of workers 	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"> inspection reports maintenance and testing 	12.78	while equipment in use			x
Biohazardous Material	<ul style="list-style-type: none"> worker exposures investigation reports 	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> worker education and training 	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> inspection reports maintenance 	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> inspection Reports maintenance repairs modifications 	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> tests inspections 	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> injury or illness report 	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> inventory 	5.98(1)	while in use			x
	<ul style="list-style-type: none"> exposure reports investigation reports 	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"> meeting minutes 	WC Act	2 years			x
Lead	<ul style="list-style-type: none"> risk assessments 	6.68	while current			X
	<ul style="list-style-type: none"> worker exposure report health monitoring worker training 	6.68	length of employment plus 10 years		x	
Noise	<ul style="list-style-type: none"> hearing test for each worker working in a noise environment 	7.8	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> noise exposure measurement results 	7.8 (2)	while equipment in use			x
Radiation	<ul style="list-style-type: none"> surveys 	7.43	10 years			x
Workplace Inspections		WC Act	1 year			x

APPENDIX III
Schedule 1
Schedule of Maximum Fees
As per BC Reg. 155/2012 (O.C. 591/2012)

Item	Column 1	Column 2
	Description of Services	Management Fees
1	For applicants other than commercial applicants:	
	(a) for locating and retrieving a record	\$7.50 per 1/4 hour after the first 3 hours
	(b) for producing a record manually	\$7.50 per 1/4 hour
	(c) for producing a record from a machine readable record from a server or computer	\$7.50 per 1/4 hour for developing a computer program to produce the record
	(d) for preparing a record for disclosure and handling a record	\$7.50 per 1/4 hour
	(e) for shipping copies	actual costs of shipping method chosen by applicant
	(f) for copying records	
	(i) floppy disks	\$2 per disk
	(ii) CDs and DVDs, recordable or rewritable	\$4 per disk
	(iii) computer tapes	\$40 per tape, up to 2 400 feet
	(iv) microfiche	\$3 per fiche
	(v) microfilm duplication	\$25 per roll for 16 mm microfilm, \$40 per roll for 35 mm microfilm
	(vi) microfiche or microfilm to paper duplication	\$0.50 per page (8.5" x 11")
	(vii) photographs, colour or black and white	\$5 to produce a negative
		\$12 each for 16" x 20" photograph
		\$9 each for 11" x 14" photograph
		\$4 each for 8" x 10" photograph
		\$3 each for 5" x 7" photograph
	(viii) photographic print of textual, graphic or cartographic record, black and white	\$12.50 each (8" x 10")
	(ix) dot matrix, ink jet, laser print or photocopy, black and white	\$0.25 per page (8.5" x 11", 8.5" x 14" or 11" x 17")
	(x) dot matrix, ink jet, laser print or photocopy, colour	\$1.65 per page (8.5" x 11", 8.5" x 14" or 11" x 17")
	(xi) scanned electronic copy of a paper record	\$0.10 per page
	(xii) photomechanical reproduction of 105 mm cartographic record/plan	\$3 each
	(xiii) slide duplication	\$0.95 each
	(xiv) audio cassette tape (90 minutes or fewer) duplication	\$5 per cassette plus \$7 per 1/4 hour of recording
	(xv) video cassette recorder (VHS) tape (120 minutes or fewer) duplication	\$5 per cassette plus \$7 per 1/4 hour of recording
2	For commercial applicants for each service listed in Item 1	the actual cost to the public body of providing that service



**ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS**

PRIVACY MANAGEMENT AND ACCOUNTABILITY

PRIVACY BREACH RESPONSE

PURPOSE

The Board of Education of School District No. 69 ("School District") is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur. The purpose of this Procedure is to set out the School District's process for responding to significant privacy breaches and to comply with its notice and other obligations under the Freedom of Information and Protection of Privacy Act (FIPPA).

Responsibilities of Staff

- a. All Staff must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with this Procedure. All Staff have a legal responsibility under FIPPA to report Privacy Breaches to the Head.
- b. Privacy Breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.
- c. If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Staff should consult with the Privacy Officer.
- d. All Personnel must provide their full cooperation in any investigation or response to a Privacy Breach incident and comply with this Procedure for responding to Privacy Breach incidents.
- e. Any member of Staff who knowingly refuses or neglects to report a Privacy Breach in accordance with this Procedure may be subject to discipline, up to and including dismissal.

Privacy Breach Response

Step One – Report and Contain

- a. Upon discovering or learning of a Privacy Breach, all Staff shall:
 - i. Immediately report the Privacy Breach to the Head or to the Privacy Officer.
 - ii. Take any immediately available actions to stop or contain the Privacy Breach, such as by:
 - isolating or suspending the activity that led to the Privacy Breach; and
 - taking steps to recover Personal Information, Records or affected equipment.
 - iii. preserve any information or evidence related to the Privacy Breach in order to support the School District's incident response.
- b. Upon being notified of a Privacy Breach the Head or the Privacy Officer in consultation with the Head, shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Staff are expected to provide their full cooperation with such initiatives.



**ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS**

PRIVACY MANAGEMENT AND ACCOUNTABILITY

Step Two – Assessment and Containment

- a. The Privacy Officer shall take steps, in consultation with the Head, to contain the Privacy Breach by making the following assessments:
 - ii. the cause of the Privacy Breach;
 - iii. if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;
 - iv. identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;
 - v. identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach;
 - vi. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and,
 - vii. make preliminary assessments of the types of harm that may flow from the Privacy Breach.

- b. The Head, in consultation with the Privacy Officer, shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals (“Significant Harm”). That determination shall be made with consideration of the following categories of harm or potential harm:
 - i. bodily harm;
 - ii. humiliation;
 - iii. damage to reputation or relationships;
 - iv. loss of employment, business or professional opportunities;
 - v. financial loss;
 - vi. negative impact on credit record,
 - vii. damage to, or loss of, property,
 - viii. the sensitivity of the Personal Information involved in the Privacy Breach; and
 - ix. the risk of identity theft

Step Three – Notification

- a. If the Head determines that the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Head shall make arrangements to:
 - i. report the Privacy Breach to the Office of the Information and Privacy Commissioner; and
 - ii. provide notice of the Privacy Breach to affected individuals, unless the Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual’s safety or physical or mental health or threaten another individual’s safety or physical or mental health.

- b. If the Head determines that the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest



**ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS**

PRIVACY MANAGEMENT AND ACCOUNTABILITY

or if a failure to notify would be inconsistent with the School District's obligations or undermine public confidence in the School District.

- c. Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

Step 4 - Prevention

The Head, or the Privacy Officer in consultation with the Head, shall complete an investigation into the causes of each Breach Incident reported under this Procedure, and shall implement measures to prevent recurrences of similar incidents.

References:

- Board Policy 900: *Privacy Management and Accountability*
- Administrative Procedure I – *Personal Information Management and Access to Board Policy 900*
- Administrative Procedure III – *Privacy Impact Assessments to Board Policy 900*
- Board Policy 501: *Acceptable Use of Technology* 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
- The *School Act* (Section 9)
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
- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf

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: **2022.09.13**



**ADMINISTRATIVE PROCEDURES III TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

PRIVACY IMPACT ASSESSMENTS

PURPOSE

The Board of Education of School District No. 69 ("School District") is responsible for ensuring that it protects the Personal Information within its custody and control, including by complying with the provisions of the Freedom of Information and Protection of Privacy Act ("FIPPA"). FIPPA requires that the School District conduct a Privacy Impact Assessment ("PIA") to ensure that all collection, use, disclosure, protection and processing of Personal Information by the School District is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of this Procedure is to set out the School District's process for conducting PIAs in accordance with the provisions of FIPPA.

RESPONSIBILITIES OF ALL EMPLOYEES

Any Employees responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure or processing of Personal Information by the School District must report that Initiative to the Privacy Officer at an early stage in its development.

All Employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.

All Employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

THE ROLE OF THE RESPONSIBLE EMPLOYEE (*responsible for overseeing the initiative, i.e. District Principal, IT*)

Responsible Employees are responsible for:

- a. ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officer for completion of a PIA;
- b. supporting all required work necessary for the completion and approval of the PIA;
- c. being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and
- d. requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.



**ADMINISTRATIVE PROCEDURES III TO BOARD POLICY 900:
INFORMATION MANAGEMENT AND ACCESS
PRIVACY MANAGEMENT AND ACCOUNTABILITY**

INITIATIVES INVOLVING THE STORAGE OF PERSONAL INFORMATION OUTSIDE OF CANADA

- a. Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required Supplemental (or enhanced) Review.
- b. The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.
- c. It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of FIPPA.
- d. The Head is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:
 - i. the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of Personal Information;
 - ii. the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
 - iii. whether the Personal Information is stored by a service provider;
 - iv. where the Personal Information is stored;
 - v. whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.
- e. Approval of a Supplemental Review by the Head shall be documented in writing.

References:

- Board Policy 900: *Privacy Management and Accountability*
- Administrative Procedure I – *Personal Information Management and Access to Board Policy 900*
- Administrative Procedure II – *Privacy Breach Response to Board Policy 900*
- Board Policy 501: *Acceptable Use of Technology* 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
- The *School Act* (Section 9)
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
- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf



Context:

The School District 69 Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. Field experiences support all of three of those priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.

Policy Statement

The Board of Education supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and core competencies, and which expand on athletic, cultural, musical, linguistic, or other educational endeavours.

Guiding Principles

1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience.
2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:
 - a. Student safety and security for all participants including students, staff, volunteers and the District;
 - b. Curricular relevance and the appropriateness of the activity to the students' educational program;
 - c. Ensuring that the experiences are effective, affordable and accessible to all students; and,
 - d. Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
 - e. **Ensure that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.**
3. The Board retains the right to review and give approval for experiences that are out of province, **but delegates that authority to the Superintendent.**
4. **The Superintendent will ensure the Board is informed of any emerging safety concerns.**

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:

Adopted: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: 17.03.28:
2020.05.26



Purpose

The Board of Education of School District 69 (Qualicum) considers the purpose of field experiences is to enable students to participate in quality off-site learning activities that are:

1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes, including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and,
3. relevant, effective, affordable and accessible.

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group and that attends to:

1. the safety and security of all participants;
2. risk assessment and mitigation; and,
3. the protection of students, staff, volunteers and the school district from liability or harm.

Requirements

1. Field experience applications shall demonstrate clear connections to curricular or core competencies and/or be supportive of cultural, linguistic, athletic or musical experiences.
2. Given those connections, field experiences should be held as close to the district as is reasonable without compromising the quality of the experience.
3. Planning for field experiences shall take into consideration the climate impact of the activity and any related transportation, and efforts ~~must~~ shall be undertaken to minimize or offset those impacts.
4. Eligibility criteria to participate in field experiences must be established by the educator in charge of the field experience.
5. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.
6. The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.



7. The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences. Efforts to minimize costs to students/parents should be evident in all field experience planning.
8. All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.
9. All details of proposed field experiences must be clearly communicated to students and parents.
10. Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.
11. School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all School District 69 (Qualicum) Board policies and administrative procedures, including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.
12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
13. For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes.

Parent/Guardian Responsibilities

Parents/Guardians are responsible to determine whether their child may participate in a student field experience. In order to provide informed consent, comprehensive student field experience information that clearly describes the educational benefits and safety risks must be communicated to parents and guardians.

Student Responsibilities

Students participating in a field experience are responsible to comply with the school rules, Student Code of Conduct, Board policies, fulfill the preparatory requirements and cooperate with all supervisors.



Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

Field Experience Supervisor Responsibilities

Supervisors (teachers, volunteers, contracted instructors) are responsible to:

- a. To provide supervision of students 24 hours per day
- b. To serve as role models to students and as ambassadors of the school district
- c. To conduct themselves accordingly, and within the expectations of the Board
- d. Alcohol or illicit drugs are not to be consumed while on, or before, supervising students as supervisors must be capable of reasoned judgment in case of an unexpected emergency at all times during the field experience. This expectation includes international locations where the cultural norms may vary. Any over the counter or prescription medications which are necessary for a supervisor must be taken judiciously and with knowledge of the lead sponsor.

Field Experience (Trip) Categories

The Board expects all Board employees responsible for planning and authorizing field experiences to be knowledgeable of the category definitions for field experiences.

Category 1 - Same Day Field Experiences

These may last up to a full day. Destinations and activities are determined by learning outcomes; examples of such field experiences are visits to museums, law courts, art galleries, nature parks, etc.

For the purposes of this policy, local neighbourhood excursions that are based on a specific class activity/learning outcome, such as a grade 3 class going to the local park to collect leaves for an art project, or a grade 11 Physical Education class jogging in the local neighbourhood, are not considered field experiences. However, teachers must always ensure that the school Principal is aware of such neighbourhood learning activities when they are occurring and that parent consent has been granted.

Category 2 - Overnight or Outside of the Central Vancouver Island Area Field Experiences

1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.



2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

Category 3 - Higher Risk Outdoor Field Experiences

These are outdoor education based field experiences that may last up to a full day, or may last for two days or more, and entail a level of risk that is higher than activities in which students are normally engaged in at school.

These would typically be:

1. Outdoor Programs where an outdoor setting is important and it becomes the classroom. Examples might include Outdoor Education and Physical Education Activities. Examples could include the Rivers, Mountains and Oceans School (ROAMS) and the Vancouver Island Student Ski Patrol Program (VISSPP).
2. Outdoor Pursuits refers to activities related to self-propelled travel on land, water and snow or ice. Examples may include hiking, kayaking and surfing. The definition of outdoor pursuit includes higher risk activities, such as skiing, and extended wilderness travel. Outdoor pursuits are typically of a higher care nature and as such these environments require some more specialized awareness, planning, instruction and leadership. Outdoor pursuit does not include local ice area activities, such as skating, hockey or curling.

Category 4 - Out of Province (Canada, Continental United States, and Off-Continent)

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days. These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Off-continent travel is to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.

Reasonable efforts will be made to report to the Board of Education on the students' learning after returning from a Category 4 field trip.

All participants should be aware that the Board of Education is interested in the learning that has resulted from these trips and that representatives will be invited to present to the Board of Education following their return.

Applying for Category 4 Field Trips

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require Board approval in principle a minimum of eight months prior to travel, and final Board approval a minimum of four months prior to travel. ~~Category 4 field trip requests will be submitted to the Board's Education Committee of the Whole for review and consideration of referral to the Board of~~



Education- It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.

Excursions During the Non-Instructional Year (school closure in June to school opening in September)

Excursions planned for the non-instructional period of the year (typically the months of July and August) will be supported as school-sponsored field experiences provided all requisite field experience policies, guidelines, and approval processes have been followed.

Teachers, or other Board employees, who participate in a supervisory role during non-instructional year excursions do so as volunteers, without salary compensation or the expectation of time in lieu.

Liability insurance coverage under the School Protection Plan does extend to any Board employee or volunteer acting in a supervisory capacity during the non-instructional year provided the excursion is a school-sponsored field experience and all requisite field experience policies have been followed.

Inappropriate Field Experiences

Field experiences may be deemed to be inappropriate by either the school administrator, or the Board designate.

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury;
- b. Absence of necessary supervision ratios, equipment, instruction and supervisors/instructors experience and training;
- c. Age or developmentally inappropriate for activities for students, individually or as a group;
- d. Inordinate expense or excessive absence from school;
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory; and,
- f. Non-compliance with the policies and procedures of the Board.

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: **2020.05.26**



Context

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

Policy Statement

The Board believes that all students should graduate with a meaningful Dogwood Diploma that gives them as many post-secondary opportunities as possible. Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience, dual-credit courses and Youth Work in Trades programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

Guiding Principles

1. Students will be introduced to Career Education Programs through the curriculum Career courses and other courses taken throughout their educational journey.
2. The standards for Ministry Work Experience and Youth Work in Trades must be upheld with emphasis on work-site safety and student conduct.
3. All program and course must be approved by the Director of Instruction.
4. All Ministry and School District requirements and Administrative Procedures must be followed, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices.

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose:

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience (WEX), dual-credit courses and Youth Work in Trades (WRK) programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on work-site safety and student conduct.

Procedures

1. Work Experience
 - 1.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, and the Work Experience Program Guide, the District authorizes participation in Work Experience programs for students who are fourteen (14) years of age or older.
 - 1.2 Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
 - 1.3 As outlined in the Ministry of Education [Program Guide for Ministry-Authorized Work Experiences Courses](#), District staff, as assigned by the Superintendent, secondary principals and District educators are responsible for ensuring that all documentation is completed and filed.
 - 1.4 Skills learned in all Work Experience placements must be related to a student's career focus and shall include hands-on work experience, job shadowing, and/or career mentoring at a standard work site, a non-standard community site created specifically for work experience or a career simulation.
 - 1.5 All work experience students must be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Ministry- Authorized Work Experience Courses guidelines.



- 1.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the orientation by a supervising educator before a workplace placement commences.
- 1.7 Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:
 - 1.7.1 Increased time for vocational training;
 - 1.7.2 Appropriate on-site supervision and support in the workplace; and,
 - 1.7.3 Specific and direct opportunities to increase work related skills.
- 1.8 For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment.

2. Youth Work in Trades

- 2.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fifteen (15) years of age or older and in grades 10, 11 or 12 to participate in Youth Work in Trades programs.
- 2.2 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.
- 2.3 Principals are responsible to ensure that, in accordance with Ministry guidelines all documentation is completed and filed as outlined in the [Youth Work in Trades Program Guide](#).
- 2.4 Educators along with Employers/Sponsors must establish a training plan, as outlined in the District Career Preparation Program Guide, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
- 2.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.
- 2.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.



References:

- [Board Policy 508: Career Education](#)
- [Sections 20, 22, 65, 75, 85 School Act](#)
- [Workers' Compensation Act](#)
- [Workers' Compensation Coverage Order OIC344/11](#)
- [Graduation Program Order M302/04](#)
- [Work Experience Order M237/11](#)
- [Program Guide for Ministry-Authorized Work Experiences Courses](#)
- [Youth Work in Trades Program Guide](#)
- [Special Education Services: A Manual of Policies, Procedures and Guidelines](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



Via Zoom
2:30 p.m.

Facilitator: Trustee Austin

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

MANDATE:

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

SCHOOLS AND/OR PROGRAMS

Kwalikum Secondary School Europe Trip

Jaret Abel and students attended to give presentations on their March 2023 Europe trip. 43 students went to Dachau, Germany, Prague, Czechoslovakia and Paris, France. Before leaving on the trip the group talked about ways to mitigate the environmental impact of the trip. They picked up 200lbs of garbage and received over \$1200 in bottle recycling. Bi-weekly meetings were held prior to the trip to talk about safety when traveling, traveling through airports. Jaret offered a Genocide 12 study course to augment the trip. We broke into 5 break out groups and students spoke to their experiences and impressions. Dachau created meaningful impressions and helped further their understanding of the holocaust. Prague was a favorite place. Friendships and bonds were strengthened and confidence, both in travel and personally was built.

Nanoose Bay Elementary School Music Program and Indigenous Learning

Kevin McKee, Principal, Kerri Faa, Teacher, and Linda Rabideau, First Nations Liaison presenting.

Kerri showed a great video that provided the size and scope of the music program at NBES. Every student has access to 50 minutes of music a week with many students taking advantage of extra music time in the choir and the substantial concert band. Music is community, is collaboration, is play, and is creative.



From Kerri's notes:

Understandings on the benefits of music education for all learners: (Not an exhaustive list!)

**Music in school is 'therapy first', academic/cognitive second. It creates the 'safe learning environment' that every child needs and deserves. {Social/Emotional Learning}*

**Music learning supports structuring neural pathways that strengthen working memory, developing perseverance (thank you practice skills!) and boosts healthy risk taking.*

**Music learning builds capacity for problem solving, collaboration, tolerance of others and strengthens self-confidence.*

**Musically trained learners demonstrate higher levels of auditory processing, resulting in improvements in speech/language & social aptitudes.*

**Music learning makes every other learning area (LIT/NUMERACY) easier for students!*

**Music learning fosters inhibitory control in the brain – strengthening learner’s capacity to sit with frustration and learn to work through it.*

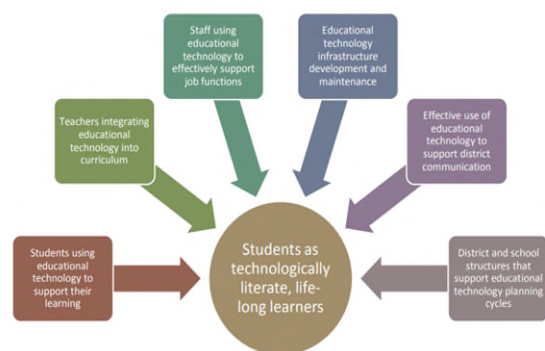
Recommended reading : The Music Advantage - How Music Helps Your Child Develop, Learn, and Thrive <https://www.penguinrandomhouse.ca/books/670698/the-music-advantage-by-dr-anita-collins/9780593421451>

Linda shared her love of her culture and the Indigenous Ways of Knowing, Being and Doing. She shared the work that's been done on the school's Circle of Courage that includes Love, Respect, Honesty.... The culture club is open to all students and they have done projects on shawl making, the meanings of songs, drum making, and what the animals mean to them. Words from the Hul'q'umin'um' Language are introduced during weekly announcements. A beautiful display of student made hearts honour the ones who did not survive Residential School and honours the survivors as well. We learned of the medicine bags and the traditional game of Lahal. Thanks to LesLIE Sam for his inspired art and Shirley Bob for help in making connections with the Coastal peoples. Room 12 has the incredible opportunity to take a trip in June to the Ditidaht First Nations to be part of the reserve and take part in Paddle Days.



Hul'q'umin'um' Language
 Sta'kaya is the Hul'q'umin'um word for wolf.
 Xwtluqutch is the Hul'q'umin'um word for cougar.
 Spa'ath is the Hul'q'umin'um word for bear.

Technology Management



Rudy Terpstra, Director of Instruction, gave an update on the Technology Plan.

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.

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

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

We have 2497 devices in total in the district, with staff accessing 548. The students access devices at a 3:1 ratio.

ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

Student Leadership Climate Conference, April 19th

This fantastic event is scheduled for Wednesday, April 19th, after the Education Committee of the Whole Meeting, so we will speak to it at the May Education Committee of the Whole Meeting. Congrats to a great symposium!

AES/Community Brant Festival

Trustee Austin acknowledged the great collaboration of school and community in putting on the environmental fair during the Brant Children's Festival. Community groups such as Qualicum Beach Streamkeepers, Broombusters, and Wetland Restoration shared space with the students who had wonderful interactive displays of artwork and information sharing about the Brant goose, their reliance on a healthy environment as well as other environmental concerns. Thank you to all that helped make this happen!

SOCIAL JUSTICE AND EQUITY

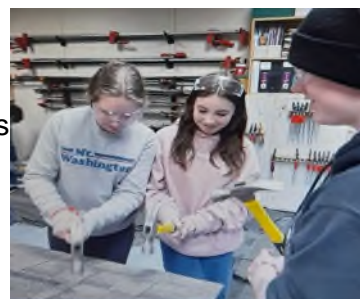
Updates from student meetings around the district (YDI team) - More on this at the next meeting

SHARED LEARNING

Update from Director of Instruction

Rudy Terpstra gave updates on the now completed "Walking Alongside" series that was well attended with between 30-50 participants. Staff also attended the student self-assessment and core competencies presentation by Katie White.

Rudy spoke to our district strategic planning sessions and the survey results from parents and teachers looking at core skills programs. The district offered a "Try a Trade" day for grade 8 students. There were hands on opportunities to plumb a sink, work on small engines, carpentry skills with building a header and roof shed, how to change a tire, to name a few. There was a wealth of experience shared.



Early Learning Updates

Gillian Wilson, Associate Superintendent, shared a new pre-school type program being offered for the first time in the district. Children enrolled in the kindergarten program beginning September 2024 have an opportunity to attend Oceanside or Errington Elementary schools starting next month. They will attend for 2 hours, 2 times a week for 6 weeks. In September, we will see if this introduction helped students settle more easily into Kindergarten.



That discussion of course, lead to Pete the Cat, a favourite and annual event to welcome families and new kindergarten students that will be held on Thursday, April 20. Multiple tables are set up showcasing some of the many resources available to families in our district.

Other updates included an expansion of the STREAM program at Arrowview Elementary to two classes, instead of one, with no new staffing implications. There is a small waitlist for Kindergarten French Immersion and the Primary Community Learning Program at Oceanside Elementary is still one class.

Resources:

SD69 STREAM <https://www.sd69.bc.ca/Lists/Calendar/Attachments/4715/STREAM%20Brochure.pdf>

Primary Learning Community Program
<https://www.sd69.bc.ca/Programs/ElementaryPOC/Pages/default.aspx#/=>

ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

None

UPCOMING TOPICS

- Further discussion regarding recording of the Education Committee of the Whole Meetings was deferred to May's meeting due to time constraints.
- Secondary School Indigenous Education Courses and the Graduation Requirements.
- Report from staff who are attending the Mental Health in Schools Conference being held in Richmond May 2/3, 2023

NEXT MEETING DATE: Tuesday, May 16 at 2:30 p.m. (via Zoom)

ADJOURNMENT

The Education Committee of the Whole Meeting Adjourned at 4:10 pm