



## SCHOOL DISTRICT No. 69 (QUALICUM)

### REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 27, 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: May 23, 2023 p 1-10
- b. Ratification of In Camera Board Meeting Minutes: May 23, 2023 p 11
- c. Receipt of Ministry News Releases
  - Child care providers celebrated at 2023 ChildCareBC Awards of Excellence p 12-15
  - Minister's statement for Pride 2023 in K-12 Education p 16
  - Anti-racism roundtable brings voices together p 17-19
- d. Receipt of Reports from Trustee Representatives
  - District French Advisory Committee – Trustee Flynn p 20
  - Oceanside Health and Wellness Network – Trustee Young p 21
  - Tribune Bay Outdoor Education Centre– Trustee Young p 22

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 27, 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 Student Fees** (Peter Jory) **p 23-24**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2023-2024 Student Fees as presented.
- b. **2023-2024 School Impact Plans** (Peter Jory) **p 25**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the School Impact Plans for 2023-2024 as previously provided.
- c. **2023-2028 District Strategic Plan** (Peter Jory) **p 26-37**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the proposed District Strategic Plan for 2023-2028 as presented.
- d. **District Logo** (Peter Jory) **p 38**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the proposed District logo as presented.

**12. INFORMATION ITEMS**

- a. **Superintendent's Report** (Peter Jory)
- b. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
- c. **Operations Summer Work Plan** (Phil Munro)

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

- a. **2024-2025 Major Capital Projects** (Trustee Young) **p 39-40**  
(Ron Amos) **p 41**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2024-2025 Major Capital Plan Submission as presented.
- b. **2023-2024 Minor Capital Projects** (Ron Amos)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2023-2024 Minor Capital Plan Submission for the School Food Infrastructure Program as presented.

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

(Trustee Kellogg)

- a. **Board Policy 100: Sustainable Practices** **p 42-44**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of June 27, 2023.

- 
- b. Board Policy 301: Living Wage** **p 45-47**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 301: *Living Wage* at its Regular Board Meeting of June 27, 2023.
- c. Board Policy 106: Financial Reporting and Operating Surplus** **p 48-52**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 106: *Financial Reporting and Operations Surplus* at its Regular Board Meeting of June 27, 2023.
- d. Board Policy 900: Privacy Management and Accountability** **p 53-73**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 900: *Privacy Management and Accountability* and its attendant Administrative Procedures at its Regular Board Meeting of June 27, 2023.
- 15. EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Austin)* **p 74-76**  
**a. Recording of the Education Committee of the Whole Meeting**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) continue, for now, the Education Committee of Whole meetings via Zoom and that these meetings will not be recorded.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**  
**a. DRAFT 2023-2024 Trustee Meeting Schedule** *(Trustee Flynn)* **p 77-78**  
**b. Report on Retirement Event** *(Trustee Flynn)*
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**  
**a. Letter from City of Parksville re Oceanside Community Track Contribution** *(Trustee Young)* **p 79-80**
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, MAY 23, 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
Rudy Terpstra	Director of Instruction
Phil Munro	Director of Operations
Flo Wong	Vice-Principal, Qualicum Beach Elementary School
	Qualicum District Principals/Vice Principals' Association

**Education Partners**

Mount Arrowsmith Teachers' Association (MATA)  
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 Board was meeting on the shared territory of the Snaw-Naw-As (Nanoose) and Qualicum First Nations and she thanked them for their stewardship of the lands on which the Board lives, works and plays while enjoying this part of the world.
  
3. **ADOPTION OF THE AGENDA**  
A report on the Oceanside Health and Wellness Network was added under Trustee Items.  
  
**22-39R**  
*Moved:* Trustee Young                      *Seconded:* Trustee Kellogg  
**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: April 25, 2023
- b. Ratification of In Camera Board Meeting Minutes: April 25, 2023
- c. Approval of Special Board Meeting Minutes: April 27, 2023
- d. Receipt of Ministry News Releases
  - New partnerships preparing BC students with future-ready skills
  - Minister's statement on Child Care Provider Appreciation Day
  - More people can pursue in-demand careers in early childhood educators
  - More kindergartners, families benefit from pilot expansion
  - Extra school playground funds mean more fun for kids, families
  - Funding supports sign language interpreter education
- e. Receipt of Reports from Trustee Representatives
  - BCSTA Annual General Meeting – Trustee Young

**23-40R**

*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 May 23, 2023, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES**

None

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

Chair Flynn congratulated Matt Woods on his re-election as president.

Matt Woods, President, then provided the complete results of the MATA elections held on Tuesday, May 16<sup>th</sup> as follows:

- President - Matt Woods
- Vice President - Katie Tickell
- Second Vice President/Secretary - Kerri Faa
- Treasurer - Kaz Tomiyama
- Professional Development In-District Chair - Julie Cloutier
- Personal Professional Development - Jen Pickard
- Bargaining Chair - Konrad Langenmaier
- French as a Second Language Chair - Francois Provencher
- Political Action Contact - Dennis Mousseau
- Occupational Health and Safety Chair - Justine Swanson
- TTOC Chair - Joanna Biddlecombe
- Member at Large/New Teacher - Carrie-Dawn Popkin
- Local Representative to the BCTF - Dennis Mousseau

He then noted that it is the Post and Fill season. The first round has been completed and Round 2 is currently underway. He expressed his appreciation to Gillian Wilson, Associate Superintendent, and Brenda Paul, Director of Human Resources, for creating as many postings for full-time positions wherever possible as teachers appreciate having full-time employment, which he believes also helps with retention of employees in the current employee market.

**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 hosted guest speaker, Mischa Oak / [LGBTQ Corporate Training - LGBTQ Training & Consulting](#), *Understanding & Supporting 2SLGBTQ+ Community Members and Family* who gave a presentation on April 26th at the BSS Theatre. There were approximately 50 guests in attendance and the feedback received has been all positive. Families are asking if DPAC will be bringing Mischa back and DPAC would like to discuss the possibility of co-hosting an event with SD69 in the 2023/2024 year. DPAC also thanked Gillian Wilson, Associate Superintendent; Rudy Terpstra, Director of Instruction, and Trish Cathrine, Principal of Ballenas Secondary for their support.
- The CPR-C & AED course has been rescheduled to June 4<sup>th</sup> and is now full. Thank you to Jessica Threlfall, DPAC Secretary, for organizing this opportunity for parents/guardians.
- The SD69 Cross Country Meet was held at Springwood Elementary School last week. Thank you to Simin Supa (Oceanside Elementary School) and Thomas Higgs (Springwood Elementary School) for organizing the event and all the parent/guardians who volunteered to make the race a success. DPAC elections for President and Vice President for 2023-2024 took place on May 17<sup>th</sup>. Karri Kitazaki was elected as President and Jessica Threlfall was elected as Vice President.
- On May 17<sup>th</sup>, members voted to spend up to \$10K from their general account to purchase on \$18K Huko Orthos Accessibility Bike. In 2022 DPAC raised \$9K from grants and received a \$500 donation. This year they raised nearly \$200 in profits from their DPAC swag. Details will be worked out between DPAC and the District and, once purchased, the bike will be added to the district's inventory for teachers/therapists to sign out for use.

Trustee Kurland inquired as to who would be maintaining the bikes as they are a specialty item. It was noted by Jessica Threlfall, DPAC Secretary, that Arrowsmith Bikes in Parksville has offered to maintain the bikes as they have the knowledge to do so.

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

None

**11. ACTION ITEMS**

None

## 12. INFORMATION ITEMS

### a. Superintendent's Report

Peter Jory, Superintendent of Schools, reported on the following:

- Attendance is better than it was at this time last year for both staff and students. Days of 40-50 FTE of staff replacements are more common than the 60-70 FTE from a year ago and the district's replacement rosters are holding up. With a little attention, it is hoped to continue to nudge back to the pre-pandemic numbers which will also reduce at least some of the budgetary pressures the district has been experiencing. Students are attending more frequently as well, and though the elementary numbers are normalizing somewhat, Superintendent Jory noted would like to see the secondary students present at school a little more often than what schools are currently experiencing. Most districts and jurisdictions are saying the same thing, and it is a bit of a curious and potentially troubling trend that staff would all like to know more about.
- The fourth and final meeting of the Code of Conduct Working Group was held on May 8<sup>th</sup> at which time the Superintendent shared the basic template concept and the new expectations for schools to adopt through their planning and consultation processes. The District is opting for a "soft launch" of the new Codes, so schools that are ready to adopt can go ahead right away and schools that need more time to develop a behavior Matrix and more aspirational language can take the year to do so in a collaborative manner with their stakeholders. Whether adopting the new version now or later, principals will still be submitting their 2023-24 Codes and their stakeholder forms at year end as per typical practice for the Board to review in the fall.
- Principals and Vice-Principals were able to share key pieces of their school plans on May 9<sup>th</sup> to colleagues and attendant Board members. Each PVP had just five minutes to speak to the development of a single goal for their school, the information that led to that goal, the strategies selected to impact it, then five minutes to answer questions in a modified "fishbowl model". This process allowed Board and Senior Staff a quick look into the most focused work going on in schools.

Principals reported that they appreciated the conversations with peers and the Board and having the opportunity to see what their colleagues are doing so they can "share" practice from them. Each school will be submitting its new *School Plan for Impact* in time for the June Public Board Meeting, and education leadership staff are looking forward to supporting schools further with this process in a session scheduled for Monday, May 29th.

- *Spaces* is being well-used in SD69 schools as a portfolio tool, and the secondary schools have been using *MyBlueprint* for planning and course selection. All schools have access to *EdPlan insight* and, along with provincial assessments, local and classroom assessments are now accessible and visible in a colourful heatmap format for easy uptake.

The district is also on the verge of a partial rollout of *Teams*, which will include training of the senior team, principals, and managers to start, with Board, schools, and departments to follow soon. This program will form an online repository for shared documents, conversations organized into

specific categories (or channels), and the opportunity to text in a secure and separate work only environment. Full adoption will mean a significant reduction in email reliance and a substantial increase in our organizational acumen and overall efficiency.

- The Ministry of Education has published a new Communicating Student Learning brochure for Parents and Caregivers. It signals a new direction in Ministry publication, which is intended to reach a broader audience through improved presentation and more user-friendly vocabulary. Senior staff have shared it with principals who will be sharing it with their staff this week, in anticipation of the district sharing it with parents and caregivers on Friday, May 26th. The document will provide a well-designed and useful resource for everyone in the system that will dovetail effectively with the district's own publications.
- The district is approaching the launch for its new District Strategic Plan. After several months of surveys, student focus groups at all of our schools, and focused planning sessions with our diverse group of 40 stakeholders, which also included a further check-in with students, the draft will be shared in a Zoom Town Hall on Tuesday, June 6<sup>th</sup> at 6 pm. Superintendent Jory will provide viewers with some contextual information, including the purpose of strategic planning, the frameworks that informed the district's work, the process followed, and the goals and outcomes that were developed using the observable impact model. Superintendent Joy has also been working with a graphic designer on a brochure which he will show in draft form, along with a new district logo for the Board to consider. The Town Hall will be recorded and posted with a form for feedback, which will be collected and provided to the Board prior to the June Public Board Meeting to further inform the approval process. Should we move forward, next year will focus on rolling out and operationalizing the plan, which will include communication and assessment plans, as well as supporting principals in moving this work forward in SD69 schools.

**c. Education Update**

Gillian Wilson, Associate Superintendent, reported on the following:

- Kindergarten teachers were acknowledged for their work in preparing to host their Welcome to Kindergarten sessions in the elementary schools for parents and students at the end of May, which is an opportunity for new students to see their new school. This is a follow up to Pete the Cat and then in September they will be provided with an orientation in their new classroom.
- Nanoose Bay and Errington Elementary Schools have been part of a Transition to Kindergarten pilot where the upcoming year's Kindergarten students attend 2 hours a day, two times a week. Positive feedback has been received from parents and staff running the sessions and parents will be sent a survey to see what significant value is provided for their child to familiarize themselves with their new schools.
- The Grad Walk will be held on Wednesday, June 14<sup>th</sup>. This will be an opportunity for graduates to choose an elementary school to visit, whether it was one they attended or at which a particular teacher is now teaching that made an impact on their lives. Graduates attend in cap in gown which also serves as inspiration to the elementary students. Graduates have until May 24<sup>th</sup> to sign up for the walk after which a schedule of visits will be shared with trustees, who could also contact their liaison schools.



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

- He and a team of high school teachers attended the Cowichan School District's Education Camp which focussed on the new Reporting Order for high school students, which now includes student self-assessment of the core competencies and goal setting particularly for grades 10-12 and attendees had rich conversation of how that will happen in the high schools and where that is going to happen.
- The Assessment, Evaluation and Communicating Student Learning Committee is compiling its final tweaks and feedback to the district to have full documentation across the K-7 and 8-12 Network going forward for next year.
- The district is solidifying its Grade-Wide Writes so it has some data around FSA's and Provincial graduation assessments. Staff have landed on Grade Wide Writes at grades 3, 5 and 8 and Numeracy assessments at Grades 6 and 9. A question from the committees is: What are we going to use? this data is going to inform us not only to show the work we are doing is great and we are making improvements but also to show us other areas we need to focus on. Thank you for all the people involved in those committees.
- Zero waste has concluded as far as formal action plans for the year and staff have submitted their reports to be submitted to the Regional District of Nanaimo. Nanoose Bay Elementary, Arrowview Elementary, Ballenas Secondary, Kwalikum Secondary and Parksville Alternate Secondary schools provided submissions and created a number of successful initiatives supported by the Zero Waste funding for teachers to collaborate and purchase supplies and expand their green initiatives at their school.
- Thank you to DPAC for hosting a SOGI event as it takes a bold DPAC to do that and not every district has those types of initiatives occurring and that is one of the great things that are happening in this district.
- SOGI leads, counsellors, and administrators from each school participated in SOGI lead training two weeks ago so the district is sitting in a good place and lots of learning has and is taking place on being an inclusive district and a safe space for learners as well as all of the district staff.

Trustee Young added that she was part of a BC Teachers Federation (BCTF) Meet Up Group which considers themselves to be part of the queer questioning people and noted how appalled she is at how some teachers are not being supported in some districts, particularly around the Trans issues. She is appreciative to be part of this district and living and working in an area that, although not devoid of prejudicial attitudes, it seems to be more open to diversity.

She then noted that the BCTF had recently won a case against a former trustee from Chilliwack which is the second time they went to the Supreme Court of Canada and had them vote for inclusiveness.

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

Trustee Young thanked the Operations staff for the facilities tour of the Craig Street Commons as part of the Finance & Operations Committee meeting, noting that it was useful to have that opportunity.

**a. Annual Facilities Grant Spending Plan**

**23-41R**

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

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

CARRIED UNANIMOUSLY

**b. 2022 Climate Change Accountability Report (CCAR)**

**23-42R**

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

**THAT** the Board of Education of School District No. 69 (Qualicum) receive the 2022 Climate Change Accountability Report as presented.

CARRIED UNANIMOUSLY

**c. Carbon Reduction Strategy**

Trustee Kurland spoke to the rationale of the recommended motion for the district to invest in heat pumps to reduce the district's carbon footprint, further to the legislated targets of reducing greenhouse gas emissions by 80% by 2050. The consultant hired, who is being shared with other school districts with support from a BC Hydro, has established an emissions reduction target for the first year of 100,000 GHG.

**23-43R**

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

**THAT** the Board of Education of School District No. 69 (Qualicum) request staff draft a Carbon Reduction Strategy for School District 69 schools, to be provided to the Board by September 2023.

CARRIED UNANIMOUSLY

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

**a. For Information:**

Revisions to the Administrative Procedures to Board Policy 101: *Projects: Tendering, Purchasing and Disposal.*

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

**23-44R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of May 23, 2023.

CARRIED UNANIMOUSLY

It was noted that additional edits were being considered under other sub-headings of the Bylaw regarding electoral areas and the Board evaluation cycle.

**c. Board Policy 100: Sustainable Practices****23-45R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of May 23, 2023.

CARRIED UNANIMOUSLY

**d. Board Policy 301: Living Wage****23-46R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 301: *Living Wage* at its Regular Board Meeting of May 23, 2023.

CARRIED

Trustee Austin voted against the motion

**e. Board Policy 106: Financial Reporting and Operating Surplus****23-47R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 106: *Financial Reporting and Operations Surplus* at its Regular Board Meeting of May 23, 2023.

CARRIED UNANIMOUSLY

**f. Board Policy 900: Privacy Management and Accountability****23-48R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 900: *Privacy Management and Accountability* and its two new attendant Administrative Procedures at its Regular Board Meeting of May 23, 2023.

CARRIED UNANIMOUSLY

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

Trustee Austin referred to her report in the agenda package and noted how wonderful it is when students attend. She then highlighted the Ballenas student presentation which showcased activities students were involved with regarding Wi-Fi and the Youth Development Instrument.

Trustee Austin also highlighted a presentation at the BC Teacher Federation Conference by Student Voice from Chilliwack. They were instrumental in informing the Board in Chilliwack as they felt some candidates were not representing them so were active out in the community. While they may not be eligible to vote, Trustee Austin believed that their efforts made a difference in that district's trustee elections.

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

None

**17. TRUSTEE ITEMS**

**a. ELLCO Endorsement of the Regional District of Nanaimo (RDN) motion to the Union of British Columbia Municipalities (UBCM)**

Trustee Austin referred to the upcoming motion recently passed by the RDN which is looking for support in the form of a letter and she hoped that other municipalities and school districts support the RDN motion as well.

**23-49R**

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

**THAT** the Board of Education of School District 69 (Qualicum) endorse the following motion being submitted by the Regional District of Nanaimo to the August Union of British Columbia Municipalities (UBCM) Convention:

*WHEREAS the Ministry of Education and Child Care is responsible for B.C.'s \$10/day childcare program, and Child Care BC's growing system of universal childcare has been life- changing for families, with demand far outstripping supply; AND WHEREAS the current grant- based process to expand universal childcare relies on grant applicants to coordinate all aspects of design and implementation, and local and Indigenous governments and nonprofit organizations often lack the resources to successfully manage this process in accordance with UBCM-funded childcare needs assessments and action plans:*

*THEREFORE, BE IT RESOLVED that while the Province continues to rely on individual grant applicants to plan and develop child care expansion, that instead, the Province provide multi- year funding to local and Indigenous governments and nonprofit organizations to support resources to coordinate this process:*

*AND BE IT FURTHER RESOLVED that UBCM urge the Ministry of Education and Child Care to replace the current grant-based application process with a systematic expansion of universal childcare that upholds UNDRIP obligations and supports the involvement of, but does not rely on, local and Indigenous governments and nonprofit organizations to coordinate design and implementation.*

CARRIED UNANIMOUSLY

**b. Oceanside Health & Wellness Network (OHWN) Report**

Trustee Young reported that OHWN has been struggling for the past year with funding issues and had just received a year-long contract through the United Way with money provided by Island Health. The Network is in the final stages of rehiring its coordinator and a Housing Forum is being organized by OHWN, the Society of Organized Services (SOS) and the Homelessness Taskforce. Facilitated discussion will explore the challenges local residents face in trying to secure housing and the impact on the whole community. Representatives from municipal, provincial, federal, First Nations, school districts, tourism, businesses, non-profit housing and service providers will be invited to attend. The initial forum will be

fairly small; however, the goal is to organize an action group that would take it further to the community and try to work on actions that would support obtaining housing for everyone who needs it in the area.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

None

**21. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 6:50 p.m.

---

CHAIRPERSON

---

SECRETARY TREASURER



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

**IN-CAMERA MEETING**

**SECTION 72 REPORT  
May 23, 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
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations
- Personnel
- Property
- Board of Education Scholarships

The Board of Education approved motions on the following topics:

- Property
- Board of Education Scholarships

---

Chairperson

---

Secretary Treasurer

---

## NEWS RELEASE

For Immediate Release  
2023ECC0036-000827  
May 28, 2023

Ministry of Education and Child Care

### **Child care providers celebrated at 2023 ChildCareBC Awards of Excellence**

VICTORIA – Child care providers who provide outstanding care, connection and learning environments for B.C. children were recognized at the ChildCareBC Awards of Excellence ceremony held on Saturday, May 27, 2023.

“The ChildCareBC Awards of Excellence honour the outstanding achievements of individuals, organizations, school districts and local governments who help families and communities thrive by providing or supporting the delivery of child care,” said Grace Lore, Minister of State for Child Care. “The winners and nominees represent the dedication and commitment the child care sector as a whole brings to work every single day. It’s an honour to be able to celebrate and highlight the work of these professionals who provide critical care for our children.”

After an open call for nominations and a review by a selection committee comprised of stakeholders and ministry staff, 12 Child Care Awards of Excellence were awarded across seven categories. The awards were given to people and teams who support families in their communities through exemplary leadership and by providing access to affordable, quality and inclusive child care programming.

The 2023 ChildCareBC Awards of Excellence recipients include:

- Lifetime Achievement Award – Connie Bourne, Metrotown YMCA Child Care, Burnaby: Bourne started her career at the YMCA in 1990 and began her leadership journey in 1995. Bourne has collaborated with new ECEs, guided mid-career child care professionals through growth opportunities and demonstrated remarkable dedication to the children and families she has served. Her vision for excellence over a 30-plus-year career has inspired individuals of all ages to be the best they can be.
- Child Care Leadership – Karen LeSage, Ridge Meadows College, Maple Ridge: Since joining the college, LeSage has led a complete curriculum refresh, a partnership with Katzie Nation (Katzie Early Years Centre) to incorporate Indigenous content throughout the curriculum, and more. She takes a personal, hands-on approach with her students, assisting them with professional and personal issues whenever possible. Karen has also put supports in place for neurodiverse students.
- Inclusive Practices Award – Little Badgers Early Learning Programs of Windermere: Little Badgers welcomes children of diverse needs and cultural ethnicities, including Indigenous backgrounds, francophone, families of young or single parents, and children with extra support needs. The centre excels in providing an enriched environment for children with diverse needs and backgrounds.

“It is an honour to receive this prestigious award, and I could not be more grateful to work in the child care sector and for the opportunity to follow my passion for building meaningful

relationships where everyone feels valued and has a sense of belonging,” Bourne said. “Working in the YMCA’s child care program at Bob & Kay Ackles YMCA Nanook House provided me the opportunity to work with a diverse community, and I gained experience by working together with the children, families and staff in providing an inclusive place to connect.”

In addition to ChildCareBC Awards of Excellence, 28 child care facilities with more than 40 years of service received the Child Care Legacy Award recognizing the generations of B.C. families they have been a part of.

Launched in 2008, the awards celebrate the achievements of individuals, organizations, school districts and local governments that help families and communities thrive by providing or supporting the delivery of quality child care in B.C.

**Quick Facts:**

- May is Child Care Month in B.C.
- Every two years, the ChildCareBC Awards of Excellence recognize the contributions that early childhood educators, licensed child care providers, non-profit and private organizations, businesses and local governments make throughout British Columbia.
- This year’s award recipients were chosen from 50 nominations submitted by peers, parents, child care advocates, local governments and other organizations.

**Learn More:**

For more information about the ChildCareBC Awards of Excellence, including award criteria and previous winners, visit: [www.gov.bc.ca/childcarebcawards](http://www.gov.bc.ca/childcarebcawards)

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

For more information about becoming a licensed early childhood educator in B.C., visit: [www.gov.bc.ca/earlychildhoodeducator](http://www.gov.bc.ca/earlychildhoodeducator)

To learn about B.C.’s Early Care and Learning Recruitment and Retention Strategy, and other ECE supports, visit: [www.gov.bc.ca/childcare/ecestrategy](http://www.gov.bc.ca/childcare/ecestrategy)

For more information about opening a child care business, visit: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/space-creation-funding/open-licensed-child-day-care/licensed-child-care-facility>

A backgrounder follows.

**Contact:**

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

---

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



---

## BACKGROUND

For Immediate Release  
2023ECC0036-000827  
May 28, 2023

Ministry of Education and Child Care

### **2023 ChildCareBC Awards of Excellence recipients**

This backgrounder contains additional information on the 12 recipients of 2023 ChildCareBC Awards of Excellence, and the 28 Legacy Award winners for their outstanding work on behalf of B.C. children and their families.

**Child Care Leadership:** Karen LeSage, Ridge Meadows College, Maple Ridge

**Child Care Leadership – Small Communities:** Rechelle Patrick, N'Quatqua Child and Family Development Centre, N'Quatqua First Nation

**Emerging Leader Award:** Amy Mueller, YMCA of Northern BC, Vanderhoof

**Inclusive Practices Award:** Little Badgers Early Learning Programs, Windermere

**Innovation Award:** Wendy Flegel, Kamloops Christian School Early Learning Centre, Kamloops

**Lenora Pritchard Award of Excellence:** Taylor Parker, Comox Valley Aboriginal Head Start, Courtenay

**Lifetime Achievement Award:** Connie Bourne, Metrotown YMCA Child Care, Burnaby

#### **Regional Award of Excellence (five awards):**

- **Fraser region** – Sharlene Wedel, Métis Nation BC, Surrey
- **Interior region** – Kootenay Family Place, Castlegar
- **North region** – Julie Hutchinson, YMCA of Northern BC, Vanderhoof
- **Vancouver Coastal region** – Violet Jessen, Capilano University, North Vancouver
- **Vancouver Island region** – JLC Victoria: Japanese Immersion Preschool, Victoria

#### **Legacy Award (28 awards):**

- BCG Okanagan-Webber, Kelowna
- Blackberry Lane Children's Centre, Denman Island
- Canyon Heights Montessori Preschool, North Vancouver
- Champlain YMCA Kids Club, Vancouver
- Creative Minds Early Learning Centre, Vancouver
- Family Montessori School, Vancouver
- Fort Nelson Playschool, Fort Nelson
- Gilmore Preschool, Burnaby
- Harmony Daycare Centre, Prince George
- Highland Meadows Day Care, Langley
- Highlands Out of School Care, North Vancouver

- Inkameep Preschool Day Care Society, Oliver
- Kerrisdale YMCA Kids Club, Vancouver
- Kiddo House Montessori, Richmond
- Kildala Nursery and Out of School care, Kitimat
- Killarney Park Preschool, Mission
- Our Lady of Perpetual Help Junior Kindergarten, Vancouver
- PJ Kids Club, West Vancouver
- Playshare Preschool, Penticton
- Sandcastle Developmental Preschool, Mission
- Sardis Children’s Centre Society, Chilliwack
- St. Joseph’s Church Preschool & Out of School Care Program, Langley
- Stoney Creek YMCA Kids Club, Burnaby
- Swamp Willow Preschool, Vancouver
- Teddy Bear Daycare Centre, Sechelt
- The Learning Experience Children’s Centre, Port Coquitlam
- The Open Door, Abbotsford
- Woodgrove Tot’s Town Children’s Centre, Nanaimo

**Contact:**

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

---

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

---

## STATEMENT

For Immediate Release  
2023ECC0037-000856  
June 1, 2023

Ministry of Education and Child Care

### **Minister's statement for Pride 2023 in K-12 education**

VICTORIA – Rachna Singh, Minister of Education and Child Care, has issued the following statement to mark Pride 2023 and celebrate the 2SLGBTQIA+ community in B.C.'s education system:

“The month of June is a time for all in K-12 education throughout B.C. to hear more about Pride month, recognize and celebrate the contributions of the 2SLGBTQIA+ community, and learn more about the significance and origins of events that started out of protest, like the Pride parade.

“We know that each child expresses themselves in their own unique way and that 2SLGBTQIA+ students, staff and families still face discrimination in our education system. Our hard work continues so we can ensure every school is a place where all students, staff and families feel safe and like they belong.

“In 2016, the B.C. Human Rights Code was amended to ensure that gender identity and expression are protected under the code. All schools must comply with the Human Rights Code and demonstrate they are creating safe, welcoming and inclusive environments for our students and staff.

“In B.C., all 60 school districts have sexual orientation and gender identity (SOGI) codes of conduct in place, and all districts and many independent and First Nations schools participate in the BC SOGI Educator Network. SOGI-inclusive education helps students understand and respect each other's differences, value human rights and recognize how we can respond to discrimination when it happens.

“When students can see themselves reflected in the world around them through stories of same-gender parents or math problems that use ‘they/them’ pronouns in a school environment, it sends a strong message of acceptance. These are important messages for students to see, hear and feel as they grow and learn.

“As we strive to make B.C. a more welcoming place for everyone, we solidify our government's continued support for more equitable and inclusive schools. This means a continued focus on valuing diversity in B.C. classrooms as we honour Pride celebrations and support our 2SLGBTQIA+ staff, students and their families with love and pride.”

#### **Learn More:**

If you or a friend are experiencing discrimination or harassment related to sexual orientation or gender identity, get help here: <https://www2.gov.bc.ca/gov/content/erase/help>

---

## NEWS RELEASE

For Immediate Release  
2023ECC0038-000867  
June 6, 2023

Ministry of Education and Child Care

### **Anti-racism roundtable brings voices together**

VICTORIA – More than 30 students, representatives of community organizations, and Indigenous and education partners participated in the fourth community roundtable on anti-racism in education to discuss the K-12 Anti-Racism Action Plan and work to address racism in education.

“We are striving to create an anti-racist education system where everyone feels represented, respected and hopeful for their future,” said Rachna Singh, Minister of Education and Child Care. “Every student, regardless of race, ethnicity or faith deserves equal opportunities in our schools. We will continue to listen and learn from those with lived and living experiences of racism to guide our work and create inclusive school spaces.”

The roundtable included breakout sessions and opportunities for participants to share their stories and provide feedback. The agenda included school districts sharing anti-racism initiatives and reflections for the next steps of the K-12 Anti-Racism Action Plan.

“We all deserve to live in a province where we have equal opportunities to thrive,” said Mable Elmore, Parliamentary Secretary for Anti-Racism Initiatives. “But racism and discrimination can harm even the youngest people and the impacts can last a lifetime. That’s why we’re working to address systemic racism and discrimination in schools, so that all young people can get the best possible start in life.”

The K-12 Anti-Racism Action Plan, released in January 2023, supports school districts in their commitment to have anti-racism initiatives in school communities. The aim of the action plan is to empower students and educators to identify and take action against racism and discrimination in B.C. schools by raising awareness and creating resources to improve the school experience for racialized students, staff and families. Singh attended the launch of the action plan in Kamloops with almost 200 secondary students who discussed how to better address racism in their schools.

Many school districts have already started anti-racism initiatives. Burnaby School District (SD41) co-hosted a provincewide event for Black Excellence Day with more than 32,000 people attending online and in person, while Surrey School District (SD36) held listening circles throughout the district for school communities to gather and share experiences with racism with more than 500 participants.

Over the past three years, the Province has held ongoing engagements and announced initiatives to address racism, such as developing the Anti-Racism Action Plan; introducing the Indigenous-focused graduation requirement; hosting the community roundtables on anti-racism; supporting the Team Up to End Racism partnership with the BC Lions; developing a

guide for educators to support teaching about anti-racism and diverse cultural histories; and hosting youth dialogue series.

### **Quotes:**

#### **Tyrone McNeil, president, First Nations Education Steering Committee –**

“Student-outcome data demonstrates an urgent need for change in public education to address the racism of low expectations experienced by many First Nations learners. We welcome concrete measures that ensure our learners receive a quality education and feel safe within B.C. schools. We also look forward to the continued development of a First-Nations-specific anti-racism strategy and implementation of the Declaration Act Action Plan commitment to a review of racism in public education.”

#### **Anita, student, youth dialogue series –**

“Through every student voice shared during the youth dialogue series, my own waves of thought evolved with like-minded peers who strive to achieve a future that has persevered through the discrimination present in our school system. No person is shunned nor silenced throughout this dialogue, our experiences are being validated and we are able to collaborate on the change needed to accomplish complete equity to ensure a bright future for all students.”

#### **Bill Brassington, chair, Burnaby Board of Education –**

“Change can come from sharing truths, such as at the community roundtable on anti-racism. We’re committed to listening, learning and unlearning. Addressing systemic racism will be a long process and it’s a journey our board and district are dedicated to as we work together with action and hope. The Burnaby School District was honoured to present on our efforts at the minister’s roundtable.”

### **Quick Facts:**

- Nearly three in five (58%) of B.C. students say they have seen other students insulted, bullied or excluded based on their race or ethnicity.
- B.C.’s 60 school districts and independent schools all have safe school co-ordinators and codes of conduct or policies in place that align with the B.C. Human Rights Code.
- These codes and policies are designed to ensure schools remain free of discrimination against a person based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.
- B.C.’s Erase (expect respect and a safe education) strategy addresses anti-bullying, racism, discrimination and other harmful behaviours, including offering an anonymous online reporting tool to report incidents.
- In 2021, Erase’s website was expanded to provide more information for K-12 students, educators, parents and families about how to identify racism, and updates include links to book lists and resources for adults and children of all ages.

### **Learn More:**

K-12 Anti-Racism Action Plan: <https://www2.gov.bc.ca/assets/gov/erase/documents/mental->

[health-wellness/k-12-anti-racism-action-plan-english.pdf](#)

Erase Racism: <https://www2.gov.bc.ca/gov/content/erase/racism>

To learn about the Anti-Racism Data Act, visit: <https://engage.gov.bc.ca/antiracism>

**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](https://news.gov.bc.ca/connect)

**French Advisory Council (FAC)**  
**Meeting Notes**  
**Monday, May 29, 2023**  
**5:00 – 6:00 p.m. Oceanside Elementary MPR**

---

District Senior Leadership Team/Language Program Lead, **Rudy Terpstra**; Board of Education, **Eve Flynn**; Principal/Vice Principal of Immersion schools, **Brayden Gordon (EOES)** and **Ben Braun (EBSS)**; Immersion Teachers: Primary **Amy Grainger**, Intermediate – **Angela Dodd**, Secondary – **Francois Provencher**; Parents: CPF **Angel Delange**, DPAC **Natalie Morris**, BSS PAC, **Amanda Wager**, EOES PAC

Attendees: As above and Andrée Repta, CPF, Incoming president of Oceanside-Parksville Chapter.

- 1) Territorial Acknowledgement – Ben Braun
- 2) School Updates
  - a. École Oceanside Elementary:
    - 2 FI student teachers just graduated from our school...and are excellent “future” teachers!!
    - Concours d'art oratoire - the tradition continues and was a big success. Julie, Angela, and Gabriel big thank you.
    - French pro-d offered on May 18th - it was really nice to have the French offered to staff – Live It and Focused Ed – amazing LOCAL resource, at a good French level, and infused with indigenous principles of learning.
    - Ici on parle le français -
    - PATH meeting - goals accomplished this year and moving forward
    - Resources - we continue to expand our online resources for teachers from Primary to Secondary - plus the tools for adaptations keep getting better - RAZ-kids, Nos Nouvelles, Le Monde en Marche, Idello, Brainpop
    - Brayden's last FAC meeting. Big welcome to Ben Braun who will represent EOES...and great to have the continuity.
  - b. École Secondaire Ballenas Secondary:
    - Grade 8 field trip with the rest of the school on Friday 9<sup>th</sup>
    - June Grad walk on the 14th of June
    - Video by Ben interviewing student experiences in the Immersion program.
    - French Resources Order (Focus on literacy circles ), more online books,
    - Lynn Bouchard continue support Assessment of the path and goal setting Visit from former students
  - c. Professional Development –
    - i) Focus Education resource PD at EOES on May 18.
    - ii) Angela Attended the national conference.
- 3) Parents DPAC and/or CPF: New president of CPF Oceanside-Parksville Chapter for next year, Andrée Repta.
- 4) District Update
  - a. Graduate Dinner – Tigh Na Mara, Thursday June 15<sup>th</sup> @ 4:00 p.m. Still to be confirmed - Rudy
- 5) New Initiatives/Focus for the year
  - a. PATH – Check/update in in the fall.
  - b. Continued Federal Grant to support Numeracy and Oral Language
- 6) Next FAC meetings: TBD for next year, Rudy will send out the dates in September.



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Health and Wellness Network  
**Meeting Location:** Various Locations  
**Meeting Time:** May and June events and news

### News and Updates

After a year of insecure funding for our Coordinator, funding was restored on May 29. This contract, administered by United Way and funded through Island Health extends to March 31 2024. All networks in the Island Health area have been promised ongoing funding. Oceanside Health and Wellness Network will now join with the Na'mat'sa network which operates in Nanaimo and Gabriola Island.

### Community Health Network (CHN) Gathering (May 30 all day)

Community Health Network Coordinators, contract holders, Chairs/Co-chairs of Health Networks, Regional District officials, community partners and Island Health including Medical Health Officers gathered for a learning day. I can provide a full power point of the day if requested.

We heard presentations on every Health Network about how they worked and their successes. Other presentations on Island Health Priorities, Principles of Collective Impact, and Indigenous relationships filled the morning. In the afternoon we convened breakout groups based on our roles. As network Chairs/Co-chairs much of our discussion centred on contracts and threats to sustainable funding. This led the group into an open space formatted discussion of six topics emerging from the group. Breakout groups developed around the topics and, in all cases, there was time for reporting back.

### Community Housing Forum (June 13 Morning)

OHWN, SOS and the Homelessness Task Force co-sponsored this event with funding from the Community Response Network. The meeting brought together all those groups as well as strong attendance from Parksville and QB Councils, and members from tourism, chambers of commerce, Lion's Club, and 4 awesome notetaker/participants from Ballenas Secondary.

Our goal was to understand the many housing needs in Oceanside; hear about some alternatives; and begin an action plan. All of that was accomplished and all notes, presentations etc. are available through me.

This was an exciting beginning to an on-going collaborative effort in Oceanside. OHWN has offered to provide materials on the website and to help to coordinate future discussions.

### Circle of Partners' Meeting (June 15 PM)

Much of this meeting was spent in debriefing the housing forum, establishing a working group, and next steps to continue the work of coordinating the 11 people who signed up for the task force. We confirmed changes to increase coordinator hours and to take on housing as a priority action area. We also confirmed steps to merge our network into the Na'mat'sa' network (Nanaimo area) and set up the admin. Team. The merged network will be known as NOW. Child and Youth Wellness Action Group (CYWAG) has been very active with resources to the Grade 7 conference and to the larger community. Minutes of the recent meetings are available.

**Next OHWN meeting:** Thursday, July 6 at 4:00 PM at the Bayside (Social and meeting)





## 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:** June 20, 2023

### Territorial Acknowledgement

Tribune Bay is co-governed by Comox Valley and Qualicum School Districts who hold the B.C. Park Use Permit Licence. More information and a full description of the programs at

<https://www.tribunebayoutdoored.ca/>

#### 1. Extraordinary General Meeting –

- Review of AGM minutes to deal with outstanding business
- Review and approval of updated financial statements. Considerable work done to update and restate income and expenses and to reissue statements and balance sheet. If anyone wishes to view the statements, please ask me.
- Season Update
  - Good start with school trips
  - New Chef who is able to take on more duties.
  - New venture “Summer Snack Shack” Open for grab and go foods in the late afternoon as campers return and programs finish. Pilot Program with plans for possible expansion next year.
- Upgrades to back up cistern system in progress; well sediment filter requires an upgrade.

#### 2. September 24 Community Event all day.

There will be transportation arranged and let me know if you want to visit. Shoreline clean-up and other events planned.

#### 3. Next Board of Directors/Governing Committee Meeting

Wednesday, October 24 at 10:00 (TBC) via Microsoft Teams.



## Student Fees 2023-2024

School	Activity or Resource	Fee
<b>AES</b>	School Supplies K-6 (school is bulk ordering supplies for all families)	50.00
	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
	Ukulele Program (Grades 6-7) – <i>if required will be optional to purchase</i>	Up to 25.00
<b>BES</b>	Cooking Program (Grades K/1) – <i>if determined by teacher</i>	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	Up to 10.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>EES</b>	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	Up to 10.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>NBES</b>	Music Recorder - <i>if requested by music teacher</i>	Up to 10.00
	Ukulele Program – <i>if required will be optional to purchase</i>	Up to 25.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>EOES</b>	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	Up to 10.00
	Headphones – <i>if required by teacher</i>	25.00
	School Supplies – Kindergarten	42.00
	School Supplies – Grades 1-7	45.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>QBES</b>	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
<b>SES</b>	Combination Lock – Grades 6/7 - <i>Optional</i>	5.00
	School Supplies Fee (school is bulk ordering supplies for all families)	50.00
	Music Recorder (Grades 3-5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00



## Student Fees 2023-2024

<b>BSS</b>	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
	Hockey	500.00
	Outdoor Pursuits 9	1000.00
<b>KSS</b>	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
<b>CEAP</b>	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	50.00
<b>PROGRAMS OF CHOICE/SPECIALTY ACADEMIES</b>	<p>School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> and <i>Specialty Academies</i> that provide unique learning opportunities for our diverse student population.</p> <p>In some cases, a <i>Program of Choice</i> or <i>Specialty Academies</i> may result in a fee per student.</p>	
<b>ROAMS (River, Ocean and Mountain School) Secondary District Program</b>		2000.00
<b>GLOBAL ROAMS (River, Ocean and Mountain School) Secondary District Program</b>		750.00



## Briefing Note

**Date:** June 27, 2023  
**To:** Board of Education  
**From:** Peter Jory, Superintendent of Schools  
**RE: School District 69 (Qualicum) School Impact Plans**

---

### **Background:**

School principals have been working with their school staffs on their school plans, as per usual district practice. For this year and going forward, we have adopted the Observable Impact framework and its S-E-T format, which asks for not just school goals, but also clear outcomes categorized by student, educator, and the tasks or artifacts that provide evidence of success. This is the first year of utilizing this format, and the conversations at the school level have been highly collaborative and very promising. Schools presented their shared work on their school goals and key outcomes to the Board in five minute “ignite” style sessions on May 9<sup>th</sup> of this year, before making final changes to the School Impact Plans that are being shared with the Board at this time.

### **Next Steps:**

General senior staff feedback for the next iteration of plans included tighter alignment between each of the S-E-T outcomes, consideration of a simpler or less text rich presentation, and inclusion of more specific (quantitative) outcomes when appropriate, but this will require ongoing work with their staff to make these changes authentic and meaningful at the school level. As you know, we have also adopted this framework for our draft District Strategic Plan, and we believe that as alignment grows between district and school plans through further work with school teams, improvement of student outcomes across the district will continue to accelerate. This will require goals and outcomes to be emphasized in all key planning conversations, and the creation of more metrics to measure and track progress in each of their goal areas. Meanwhile, we are very pleased with the progress so far, and are committed to continuing with this framework for the duration of our draft District Strategic Plan’s lifespan.

### **Recommendation:**

That the Board of Education of School District 69 (Qualicum) approve the School Impact Plans for 2023-24 as previously provided.

Respectfully submitted,

Peter Jory  
Superintendent of Schools/CEO



## Briefing Note

**Date:** June 27, 2023  
**To:** Board of Education  
**From:** Peter Jory, Superintendent of Schools/CEO  
**RE: School District 69 (Qualicum) Strategic Plan APPROVAL**

---

### **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.

The new DRAFT Strategic Plan was shared through our website, social media, and a town hall meeting on Zoom that occurred June 6<sup>th</sup> (see attached slides). Feedback has been collected through an online form and has been shared with trustees prior to the June Public Meeting of the Board of Education.

### **Next Steps:**

Approval of this plan will take the district into the "Apply" phase of planning. This will involve putting the final touches on a brochure for publication and sharing, updating our websites, hosting roll-out presentations and conversations, adopting the plan goals into all of our planning processes, and creating operational documents to fully support the Strategic Plan for the next five years. The plan is also expected to fully support the Ministry of Education's Framework for Enhancing Learning mandate, which emphasizes the constant improvement of student outcomes, equity, and system accountability.

### **Recommendation:**

That the Board of Education of School District 69 (Qualicum) approve the proposed District Strategic Plan for 2023-2028 as presented.

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



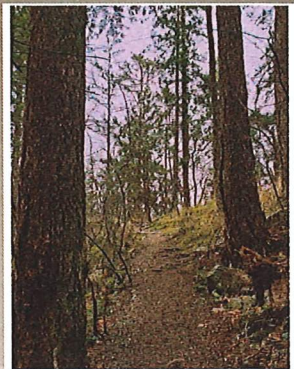

# Strategic Planning:

Qualicum School District Town Hall Presentation  
June 6th, 2023



**Acknowledgement:**



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

**The Qualicum School District Board of Education**


Welcomes all of you to our Town Hall this evening:

Carol Kellogg: Trustee Area G  
 Julie Austin: Trustee Area F  
 Barry Kurland: Trustee Area H  
 Elaine Young: Vice-Chairperson and Trustee Area G  
 Eve Flynn: Chairperson and Trustee Area E

**Agenda for the Town Hall:**

1. Welcome, acknowledgements, introductions
2. Why strategic planning?
3. Frameworks that informed our process
4. The process we used and what the data said
5. Draft Goals and Outcomes explained
6. Live questions and discussion
7. Final comments and link to feedback link



**STRATEGIC PLANNING**




**Why?**



**A District Strategic Plan:**

- Describes what we do
- Clarifies why we do it
- Informs all Operational Plans including Tech Plans, Communication Plans, Assessment Plans, and Facilities Plans
- Is best developed with collaboratively with stakeholders
- \*Is actually now a legislative requirement
- \*Keeps us focused!
- \*Absolutely leads to better outcomes for students!




	Increasing Level of Public Impact →				
	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example techniques	<ul style="list-style-type: none"> <li>Fact sheets</li> <li>Web sites</li> <li>Open houses</li> </ul>	<ul style="list-style-type: none"> <li>Public comment</li> <li>Focus groups</li> <li>Surveys</li> <li>Public meetings</li> </ul>	<ul style="list-style-type: none"> <li>Workshops</li> <li>Deliberative polling</li> </ul>	<ul style="list-style-type: none"> <li>Citizen advisory committees</li> <li>Consensus-building</li> <li>Participatory decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Citizen juries</li> <li>Pollsters</li> <li>Delegated decisions</li> </ul>

## “Activate”

Gather information through:

- Surveys that ask *big* questions
- Gathering input from parents, staff, and students
- Examining and disaggregating district data

Listening for the purpose of *understanding!*




## “Acquire”

Assemble a large, diverse committee to create a strategic plan that:

- Recognizes who we are and what we value
  - Reflects the Board’s Mission, Vision, and Values
  - Examines parent, staff, and student input
- Sets Goals, Outcomes, and Indicators
- Supports the Ministry Framework for Enhancing Student Learning and the BC Curriculum

Includes our own “*principles of learning*”




## “Apply”

Begin the next level of work by:


- Sharing and explaining the Strategic Plan through meetings, publications, and media
- Using the Plan to guide all processes, including the creation of a Communications Plan, Assessment Plan, Facilities Plan, Technology Plan etc.
- Aligning with School and Department Plans
- Supporting people *where they are* to get them to where they need to be

Checking in and revising the plan as needed




It is essential that we:

- Work together to align our organization
- Work together to set our direction
- Work together to develop our people

## Frameworks!



## Principles of Learning

We are committed to the First Peoples Principles of Learning and value connections with First Nations communities.

We believe:

- Learning is inclusive, relevant, and flexible, with student voice and choice infused into instructional design and assessment practices.
- Quality teaching and leadership require collaboration and reflection to co-develop effective student-centered learning environments.
- Learning best occurs in environments that support the student to explore their identity and full potential.



## Vision Statement

"Always growing" in English  
"Grandissons ensemble" in French  
"Yath c̓isum" in Hul'q'umi'num



## Mission Statement

"We embrace a spirit of curiosity and joy for learning that challenges everyone to become informed and confident designers of their own future."



## Our Values (We Are:)

**Dynamic** - Effective, energetic, and supportive of diversity in pursuit of learning

**Connected** - With students, families, staff, communities, and the land

**Sustainable** - Stewardship and care for relationships, personal well-being, finances, and the environment

**Equitable** - Fairness, justice, honesty, integrity, dignity, and respect

**Purposeful** - Focused, efficient, reliable, and accountable in improving student outcomes



## The "FESL"

### Policy statement

#### Improve Educational Outcomes for all Students

Boards of education will set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

#### Focus on The Educated Citizen

The preamble to the School Act and the Statement of Education Policy Order (Mandate for the School System) states, the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, we have a collective mandate to develop the Educated Citizen defined as the intellectual, human and social and career development of every student.

#### Enable through capacity building, strategic planning, coordinated implementation and reporting

In order to ensure a system-wide focus on continuously improving educational outcomes for all students, this policy specifies the responsibilities for the Ministry and boards of education with respect to strategic planning and reporting of educational outcomes. The policy also identifies ways that the Ministry, boards, Indigenous peoples and other education partners can contribute to improving educational outcomes in the K-12 education system.



## The Educated Citizen (Prior)

### The Educated Citizen

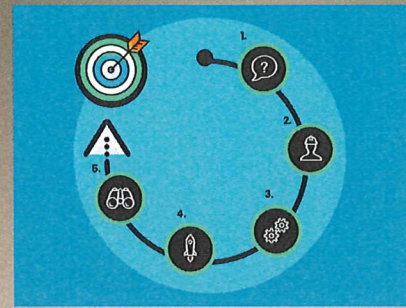
- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.



## The Educated Citizen (Current)

To achieve this purpose, we have a collective mandate to develop the "educated citizen," which is defined as having:

- Intellectual Development - to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- Human and Social Development - to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- Career Development - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.



Process!

## Concept of Planning:

Adapted from Observable Impact\*

1. Create broad goals
2. Determine more specific outcomes
3. Identify what students will do
4. Identify what educators will do
5. Identify the activities/artifacts that will provide the evidence of success
6. Identify what district/school leadership will do to direct and support the processes

\*Credit to Birk and Larsen

## What we did:

1. Parent, guardian, and staff survey
2. Student focus groups at every school
3. Assembled a Group of 40 stakeholders
4. Used affinity clustering to sort input into categories
5. Used Borsa ranking to prioritize
6. Generated draft goal language/outcomes for students, staff, evidence, and district support
7. Staff revised then checked with the Group of 40 + students from KSS and BSS
8. Minor revisions, then presented tonight

## Affinity Clustering



## Actual Borsa for Attributes

Attributes	1	2	3	4	5	6	7	8	Total
Social Skills/EI	2	2	3	4	3	4	1	5	(21) 2
Practical Skills	3	3	5	4	4	3	3	5	(27) 4
Academic Skills	4	3	4	3	4	2	2	3	(25) 4
Community Skill Awareness	5	5	2	5	2	4	1	4	(28) 3
Critical Thinking	5	4	1	2	4	1	2	5	(23) 3
Healthy Self	1	1	2		1		1	1	(9) 1

## What it says so you can actually read it:

1. Healthy Self – 9 points (strong first)
2. Social Skills/EI – 21 points
3. Critical Thinking – 23 points
4. Academic Skills – 25 points
5. Practical/Life Skills – 27 points
6. Community/Global Awareness – 28 points

### ATTRIBUTE/OBJECTIVE: ENGAGEMENT

#### We would observe our learners DOING and DEMONSTRATING

- Able to tell us the purpose of a task and how it connects to their context
- Able to articulate where they are at and what their next step is in completing a task
- Making multiple attempts/revisions when completing a task
- Demonstrating their knowledge in multiple ways/formats
- Completing tasks that meet and/or exceed task criteria

#### We would observe our educators DOING and DEMONSTRATING

- Using learning/interest inventories to assess prior knowledge/interests and connect standards to student context
- Co-creating and modeling student goal setting templates for each unit
- Designing and implementing peer feedback protocols for students to give, receive, and use specific and descriptive feedback
- Using multiple and varied modalities when teaching a standard
- Co-creating task criteria and requiring students to present their work to an 'outside of the classroom' audience

#### We would observe activities and assessments that...

- require students to use peer feedback, iteration, peer editing
- are designed based in student learning/interest inventories
- Give students choice in how to demonstrate a standard



Draft Goals and Outcomes

## Goal Number One

**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.

## Goal One (Students)

- 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

## Goal One (Educators)

- 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

## Goal One (Tasks and District)

- 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
- 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



## Goal Number Two

### 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.



## Goal Two (Students and Educators)

- 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



## Goal Two (Tasks and District)

- 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



## Goal Number Three

### 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.



## Goal Three (Students and Educators)

- 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



### Goal Three (Tasks and District)

- T1: Classroom and school reporting processes include student goal setting and self-reporting
- T2: School environments are clean, safe, welcoming, and flexible
- 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



### Goal Number Four

**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.*



### Goal Four (Students and Educators)

- 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

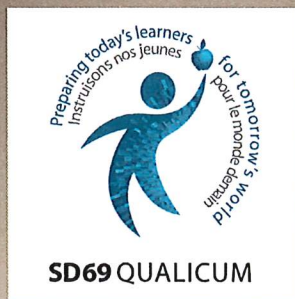


### Goal Four (Tasks and District)

- 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

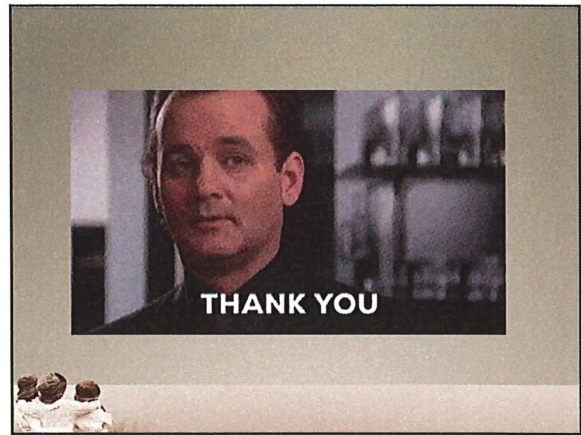


Time for a new logo ...



Submitted for your feedback:









## Briefing Note

**Date:** June 27, 2023  
**To:** Board of Education  
**From:** Peter Jory, Superintendent of Schools  
**RE: Potential New Logo for School District 69 (Qualicum)**

---

### Background:

In support of our ongoing work creating a new Strategic Plan for the school district, the idea of potentially moving to a new district logo was raised. The current logo has been in place for more than a decade, and informal comments have suggested the possibility of moving to something more vibrant in appearance and more representative of this region and our communities. If we were to move to a new logo, it would be preferable to do so prior to publishing any new documentation supporting the new Strategic Plan, so that these publications could include that new logo, rather than the current one.

The idea of a possible logo was presented to local Indigenous artist and Qualicum School District staff member Jessie Recalma, who created a concept, then iterated that concept into the version shown below. This version was shared during the June 6, 2023, Strategic Planning town hall, and was included in the feedback form that has been shared with the public, with the results being shared with the Board of Education.



The proposed logo imagines the viewer to be standing near the water, looking to the east as the sun rises, with a land mass visible to the left, with the Eagle Tree featured prominently in the foreground. All of these items reference the local context, and help to connect Indigenous culture with the core work of the Qualicum School District. Nourishment, growth, and intergenerational wisdom are themes that can be drawn from the logo, which can be presented in the bright colours on district websites and formal publications as shown here, or in a monochromatic version on district letterhead.

### Next Steps:

Should the board approve this logo, it would be used in any upcoming publications, and work could begin to slowly integrate into common use across the context for the next five years. Further iterations of the logo could also be developed in conjunction with any branding work that may occur in the near future.

### Recommendation:

That the Board of Education of School District 69 (Qualicum) approve the proposed district logo as presented.

Respectfully submitted,

Peter Jory  
Superintendent of Schools/CEO



SD69 QUALICUM

**Finance & Operations Committee of the Whole Report**  
**Monday, June 19, 2023**  
**Via zoom**  
**10:30 a.m.**

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

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATIONS (10 MINUTES)**

**a. Early Care and Child Care Update**

Sheila Morrison, District Principal of Early Learning, provided an update of the work she is leading in the District for childcare and early learning programs. Currently there are two district-run childcare programs being offered: Seamless Day at Errington and afterschool care at Oceanside. Based on observations from the childcare scan, Bowser will be the next afterschool program with a targeted opening of Fall 2023. It was shared that the Seamless pilot funding will continue for another year as will the Early Care and Learning funds. The programs continue to be well supported and the reporting of costs will continue to be monitored as the intent is for these programs to be self-sufficient with no additional financial costs borne by the District.

**3. PROJECT UPDATES**

**a. Oceanside Community Track**

Trustee Young shared that the Society's work is winding down as the Project is now fully funded. Director of Operations Munro provided an update of the Track work that will start with moving the DRC into the Winchelsea facility, followed by the removal of the DRC portables to allow the heavy equipment to have access to the site for the actual Track excavation work.

**b. Operations Update**

Director of Operations Munro updated the committee on the work started by the BC Hydro Energy Consultant. Grants are being applied for in order to offset costs for the Sustainable Energy Management Plan (SEMP). This report will provide a path to which the District can focus its efforts in the next few years. Now that the recommendations of the Prism Report are 95% complete, those action items will fall away with the SEM providing the next steps.

Director of Operations Munro also shared the results of the new Digitized Drawing service that converted all the Districts blue prints and mechanical drawings into a Digitized format that will now be available online and therefore from any location. This service not only protects against loss of the documents but also allows our staff, service providers and contractors to have controlled access to the documents, anytime, anywhere.

A question came up regarding the transportation planning process and it was shared that the application process starting earlier this month and route and pickup scheduling will continue into the summer. The routing software will support the 24/25 planning year.

**4. ITEMS FOR DISCUSSION**

**a. WCB Rate Increases**

Secretary Treasurer Amos shared a summary of the historical rates for the past 10 years. The recent increases of both the base rate and the district rate have been significant however work is being done to mitigate some of the escalation. Brant Prunkl, Manager of Operations – Safety & Transportation, and Anna Phillips, Health & Wellness Coordinator provided an overview of the program and indicated that this work is providing cost relief to the district which will reduce our costs going forward. A program to manage the return to work of staff was shared and will be brought forward in future budget discussions.

**b. 2024-2025 Major Capital Projects**

Director of Operations Munro shared the current work being considered for inclusion in the submission to the Ministry. The projects that will go forward will be the same Seismic projects as last year but with updated costs and priorities. The False Bay planning continues to move forward with discussion and support from Harold Engineering.

There was also discussion that there would be a forthcoming submission to the Ministry for the new School Food Infrastructure Program (FIP). This new program fund is an extension of the Feeding Futures Fund but from a capital perspective. It was shared that the Ministry reopened the 2023-2024 Minor Capital Program for this fund only in order to allow submissions to be included in the 2023-2024 capital planning year with a submission date of June 30, 2023.

**c. Facility Condition Index**

Secretary Treasurer Amos opened the discussion by providing further clarification of the FCI. It was shared that the calculation for the FCI score comes from work done by a Ministry consultant that identifies the value of work that is needing to be done on facilities. The index value is the total cost of repairs/renewal divided by the current cost of replacing the building. When we spend on facility renewal, we in turn decrease in the FCI score. There was discussion on how the FCI is used to determine safety or usefulness of a facility but it was explained that it is just one metric of many used to assess facilities.

**5. INFORMATION ITEM(S)**

**a. End of Year Financial Update**

Ron Amos, Secretary Treasurer, shared that the current financial position of the district continues to be positive with the anticipation of a small surplus for year end.

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

**a. 2024-2025 Major Capital Projects and 2023-2024 Minor Capital Submission**

An updated Major Capital Projects submission summary will be shared at the Regular Board meeting as well as the minor capital submission re the new School Food Infrastructure Program.

**7. FUTURE TOPICS**

**8. NEXT MEETING DATE:**

Monday, September 18, 2023 at 10:30 via zoom

**9. ADJOURNMENT**

# Submission Summary

<b>Submission Summary:</b>	Major 2024/2025   2023-06-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Qualicum (SD69)
<b>Open Date:</b>	2023-04-14
<b>Close Date:</b>	2023-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Seismic	\$13,805,076
<b>Total</b>	<b>\$13,805,076</b>

SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150350	Ecole Secondaire Ballenas Secondary	Upgrade	<p>Seismic Upgrage of 1 H2 block. The main VLS system is stacked bond masonry. SD69 has been replacing roof sections for the past 5 years. During the new roof install, SD69 has added engineered seismic plates to strengthen the punch welded seams throughout the roof sections, but there was no seismic tie in to the wall structure at the ends of the seismic plates. As explained in the 2018 risk summery, "The inplane capacity of the stack bond masonry gives an RPR of mediuum, but is limited by a 6m wall where as the wall is 8m tall. The out of plan capacity is similaly limited by wall height to M. Based on the 8m high walls we have assumed an RPR of H2 based on the stack bond construction and overheight walls being analyzed." Also under Block Risk Elements "the main risk associated with the classroom and gym is the non-ductile roof construction." The roof sections are button punched, not fully welded seams.</p> <p>In conclusion, SD69 has not completed an SPIR for this site. This is for information only at this time.</p>	\$13,805,076
Submission Category Total:					<b>\$13,805,076</b>



**Context:**

The Board of Education recognizes a world-wide climate emergency is occurring. Environmental sustainability is the responsibility of trustees, senior staff, principals/vice principals, teachers, students, support staff, parents and community.

**Policy Statement:**

The Board will take action to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, and provide environmental stewardship through lower carbon emissions.

The Board will ensure that every effort is made to conserve energy and natural resources while exercising sound financial management.

The Board will provide a strong educational approach to understanding the climate emergency.

**Guiding Principles:**

- a. A strategic approach to energy management, including assessing baseline performance, setting goals and targets, creating an energy management plan, tracking performance and communicating results.
- b. The review and continuous improvement of the school district's energy management plan within the financial resources available.
- c. The development and delivery of educational programs, activities and initiatives that enable students to develop the skills, knowledge and attitudes that will help sustain the environment.
- d. Communicating environmental sustainability initiatives, and consulting with partner groups on the implementation of new initiatives.
- e. The encouragement **expectation** of students and staff to be cognizant of **actively reduce** their energy use and material consumption.
- f. The integration of environmentally sustainable considerations into the operations, educational and business decisions of the school district.
- g. The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

**Definitions:**

Sustainable practices are those business, educational, and individual practices that result in a smaller carbon footprint and enhanced presence in our curriculum aimed at creating a culture of conservation.

**References:**

- Administrative Procedure: Sustainable Practices
- Sustainable Schools Best Practices Guide, Ministry of Education

**Dates of Adoption/Amendments:**

Adopted: 92.02.25  
Amended: 94.02.22: 16.08.31: **20.09.22**



### Purpose

These Administrative Procedures will support Policy 100: Sustainable Practices in order to develop the collective responsibility to protect and conserve the environment.

### Requirements

1. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - a. Integration of environmentally sustainable considerations into the school district's business decisions related to:
    - i. Lighting
    - ii. Heating, ventilation, air conditioning systems
    - iii. Renovation and new construction
    - iv. Recycling programs
  - b. Purchasing policies that encourage suppliers to meet or exceed the district's environmental management standards.
  - c. Mechanisms to regularly assess and continually improve the district's environmental sustainability performance.
  - d. Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.
2. The Director of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
3. The Director of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
4. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the General-Manager Director of Operations. **This includes the closing of windows and doors during when the HVAC is required, turning off of lights, and the removal of extraneous applicances.**
5. Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board policy 502.
6. Teachers and support staff are encouraged to integrate environmental themes at every level and provide the opportunity for students to participate in energy management initiatives.



7. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools and learning activities that utilize a wide range of appropriate local environmental field trips.

**References:**

- Board Policy 100: Sustainable Practices
- Board Policy 502: Field Experiences (Trips)
- Sustainable Schools Best Practices Guide, Ministry of Education and Child Care

**Dates of Adoption and Amendments:**

Adopted: 16.08.31

Amended: 2020.09.22: **2022.10.25**



**Context:**

The Board strives to be a responsible and just employer in the Oceanside area. Paying a living wage on an hourly basis is a way to express these values. The Board understands that families may work less than part-time or have non-traditional family earnings and we share our responsibility for living wage provision with individuals, governments and community.

**Policy Statement:**

This Policy is to ensure encourage that all School District 69 (Qualicum) staff service providers and sub-contractors to our School District who work on School District premises for a specified period of time earn, at a minimum, an hourly *Living Wage* based on calculations which are congruent with the methodology developed by the *Living Wage For Families Campaign*.

**Guiding Principles:**

1. The Board of Education of School District 69 (Qualicum) believes that it is important to demonstrate social responsibility through actions that have a positive impact on our community, our staff and the people we serve.
2. The Board of Education believes that families should earn an hourly rate sufficient for them to pay for the basic necessities of life so that they can live with dignity and participate as active members of our communities.
3. As a responsible employer, the Board of Education recognizes that paying a *Living Wage* constitutes a critical investment in the well-being of our staff and the broader community.

**Definitions:**

1. Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.
2. *Living Wage* is the hourly rate of pay that enables wage-earners living in a family (2 parents and 2 children) household to:
  - a) Feed, clothe and provide shelter (based on rental rates) for their family
  - b) Promote healthy child development (child care expenses)
  - c) Participate in activities that are an ordinary element of life in the community
  - d) Avoid the chronic stress associated with living in poverty
  - e) Small savings to be used in emergencies.





*Living Wage* does not include:

- a) Debt or credit card repayment
  - b) Any significant savings (for example to provide a downpayment for a house or to send a student to university)
  - c) Recreation or entertainment costs beyond that needed for physical and emotional health.
  - d) Care of an ill, disabled or aged family member.
3. Premises are all District-owned premises, roadways, and grounds.
  4. Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.
  5. Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).

**References:**

- <http://www.livingwageforfamilies.ca>
- *Administrative Procedures to Board Policy 301*

**Dates of Adoption/Amendments:**

Adopted: 15.11.24  
Amended: **2020.04.28**



**Purpose**

**These Administrative Procedures are written in support of Board Policy 301: Living Wage**

Implementation, Compliance and Communication:

1. The living wage will be set annually by staff based on the methodology developed by the Living Wage for Families Campaign ([www.livingwageforfamilies.ca](http://www.livingwageforfamilies.ca))
2. This policy will encompass all district employees, service providers and sub-contractor employees with the following exclusions:
  - a. Students seeking work experience credits for educational purposes;
  - b. Volunteers; and,
  - c. Employees of organizations (for profit or not-for-profit) that lease space/property from the district.
3. The district, as a living wage employer, will ensure all staff are paid no less than the living wage as established in the year of ratifying of any of the district's collective agreements with its unions. The district will not open up any existing collective agreement during its existence to adjust hourly rates in the event those hourly rates dip below the living wage for that year. For example, if in year 2 of a 3-year agreement an employee's hourly rate falls below the living wage hourly rate for that present year, no alteration to the collective agreement will be considered.
4. The District has established the following criteria to determine a service provider's or sub-contractor's eligibility under the Living Wage Policy.
  - a. An employee of a service provider or of its sub-contractor must perform services physically on district premises.
  - b. Work must last longer than one four continuous hours per occasion.—**exceed 120 hours of labour per year, or 0.5% of the school district purchasing budget, as per Living Wage policy.**
5. The district requires all service providers and sub-contractors, whose services fall within the parameters established within this policy, to be compliant for the duration of their contract with the district.
6. The district will incorporate into all of its competitive bid documents (invitations to tender, requests for proposal, quotes, etc.) a sample declaration to be signed as part of the service provider's contract with the district.
- 7.—~~The district will enforce the policy by performing audits of its service providers and sub-contractors when notification of non-compliance is received by the district. Non-compliance may result in the cancellation of the contract at the discretion of the district.~~

**Reference:**

- Board Policy 301: Living Wage

**Dates of Adoption and Amendments:**

Adopted: 2015.11.24

Amended: 2020.04.28

## 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](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00)
- The *School Act* (Section 9)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section9](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9)  
and (section 79)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_06#section79](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79)
- Ministerial Order M14/91  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14\\_91.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf)

**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**





## 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 beaches 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:  
INFORMATION MANAGEMENT AND ACCESS**

**PRIVACY MANAGEMENT AND ACCOUNTABILITY**

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:



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

**PRIVACY MANAGEMENT AND ACCOUNTABILITY**

- 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.



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

PRIVACY MANAGEMENT AND ACCOUNTABILITY

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: Privacy Management and Accountability and its attendant Administrative Procedures.
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.



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

PRIVACY MANAGEMENT AND ACCOUNTABILITY

**FEES**

29. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates used by the School District. Fees shall not be charged to individuals who are accessing their own personal information. See Appendix 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: *Privacy Management and Accountability and its attendant Administrative Procedures.*
- 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](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00)
- The *School Act* (Section 9)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section9](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9)
- And (section 79)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_06#section79](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79)



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

PRIVACY MANAGEMENT AND ACCOUNTABILITY

- Ministerial Order M14/91  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14\\_91.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf)

**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**

DRAFT

## 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
<b>Facilities Records</b>	
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
- <b><u>Form 1704 (MyEdBC)</u></b>	
- <b><u>A minimum of the two most recent years of student Progress Reports</u></b>	
<b><u>OR</u></b>	
<b><u>An official copy of the Transcript of Grades</u></b>	
Attendance reports and registers	Permanent
Out-of-boundary attendance requests	2 years after decision is made
Provincial scholarships and district awards	Permanent
Transcript of Marks	Permanent
Teachers' student files	While current
Other student records	Useful life of record

## Transportation Data

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

## Health and Safety Records

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

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

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Automotive Lifts and Hoists	<ul style="list-style-type: none"> <li>inspection reports</li> <li>maintenance and testing</li> </ul>	12.78	while equipment in use			x
Biohazardous Material	<ul style="list-style-type: none"> <li>worker exposures</li> <li>investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> <li>worker education and training</li> </ul>	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> <li>inspection reports</li> <li>maintenance</li> </ul>	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> <li>inspection Reports</li> <li>maintenance</li> <li>repairs</li> <li>modifications</li> </ul>	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> <li>tests</li> <li>inspections</li> </ul>	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> <li>injury or illness report</li> </ul>	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> <li>inventory</li> </ul>	5.98(1)	while in use			x
	<ul style="list-style-type: none"> <li>exposure reports</li> <li>investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	

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

**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](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00)
- The *School Act* (Section 9)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section9](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9)
- And (section 79)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_06#section79](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79)
- Ministerial Order M14/91  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14\\_91.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf)

**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](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00)
- The *School Act* (Section 9)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section9](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9)
- And (section 79)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_06#section79](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79)
- Ministerial Order M14/91  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14\\_91.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf)



**Education Committee of the Whole Report**  
**Tuesday, June 20, 2023**  
**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**

**a. Pre- Kindergarten Pilot**

Gillian Wilson and Kenna Macleod provided observations and feedback from the pre-kindergarten pilot program that operated at Errington and Nanoose elementary school sites this past April/May. Using funding from the diversity grant, pre-kindergarten kids who were enrolled to start kindergarten this coming September, came over a period of six weeks, 2 hours a day on Tuesdays and Thursdays. The kids explored games, crafts and Indigenous teachings. The response was overwhelmingly positive. To offer this transitional opportunity in all our other elementary school sites would cost the district about \$50,000.

"Great program, especially wonderful for my child who had not participated in group care or preschool."

"The indigenous teachings were a highlight for my son! This program was awesome!! My son benefited and I am very grateful :)"

**b. RDN – Zero Waste**



Rudy Terpstra happily reported on district schools' environmental stewardship projects thank to the RDN's commitment of Zero Waste grants of \$25,000/yr for the next 5 years.

Springhill Elementary School and PASS applied for the grant for the first time this year meaning all our schools had participation.

"Our program began on a hot lunch day in April, we diverted 60 pounds of pizza boxes, 9 pounds of paper towel and 6 pounds of food waste from the. In one day, Springwood Elementary School lowered their greenhouse gas emissions by 112 pounds (Cool It! Greenhouse Gas Equivalencies Calculator - BC Sustainable Energy Association) "

Some of the initiatives included: tree planting, zero waste meals, 'Naked lunches' to reduce plastic, composting and recycling at all school sites, vermicomposting (worms), Youth Climate symposium, edible scavenger hunt and more!

Thanks to all the teachers, students and schools for their commitment to environmental stewardship!

**Resources:**

**Student video "Zero Waste"** <https://youtu.be/wg9Y9Rd4gfw>

**BC Sustainable Energy Association -Cool It! Resources for teachers and kids** <https://bcsea.org/cool-it-resources/>

**c. International Student Program - Update**

Ross Pepper, District Principal, reviewed the challenges and opportunities within the International Student Program. The 2022/23 school year had 220 international students. Of those 165 were FTE (Full time enrolled) mostly at Kwalikum and Ballenas Secondary Schools. This year 80% of students were from Europe, 15% from Latin America and the remainder from Asia. Homestays were at full capacity.

Next year, home stay capacity will allow about 170-180 students; of those, 130-140 will be FTE. This summer some International students will be here for 5 weeks. The program will host 48 students, mostly from Japan and some from Taiwan. The focus will be on academics and helping to fulfill BC graduation requirements with the students studying Socials 10.

Next year will look to revitalizing existing students and looking at student exchanges to enhance language acquisition.



*Resources: SD 69 International Student Program <https://schoolincanada.ca/>*

**ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION**

We had this conversation under the RDN grants discussion. Again, thanks to everyone for their commitment.

**SOCIAL JUSTICE AND EQUITY**

**a. PRIDE Month**



**b. National Indigenous History Month and Indigenous Peoples Day June 21st**

Comments and recommendations for events was discussed. Please take some time to reflect and act on how best we can learn from history as we move forward in celebration and consider what inclusion, diversity, and identity mean for our communities and our futures.

June is National Indigenous History Month in Canada, an opportunity to learn about the unique cultures, traditions and experiences of First Nations, Inuit and Métis. It is a time to honour the stories, achievements and resilience of Indigenous Peoples who have lived on this land since time immemorial and whose presence continues to impact the evolving Canada.

**SHARED LEARNING**

**a. Learning Grants Update from June 19th**

Thanks to Gillian Wilson, Associate Superintendent, and Rudy Terpstra, Director of Instruction, for organizing a new and (the consensus seems to be) improved format for sharing our learning grant stories.

Every year, teachers, often in collaboration with teachers in their own schools or other schools, apply for a learning grant from the district. In June, we all gather to share some of the learning that has occurred throughout the year, both for students and teachers.

**Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process**

This year the showcase of projects was held at the Bayside in Parksville. Teachers set up at tables and brought in resources that they purchased with the grant monies. Each group was given 5 minutes to summarize their inquiry question and process. The event allowed time at the end to visit the project tables and further discuss some of the learning.

Some of the ideas included; play-based learning, vertical learning, the UDL (Universal Design for Learning), outdoor learning and more.

Thank you to all who participated and we look forward to new and continuing areas of wonder.

**INFORMATION**

- a. **Update on Community Panel for Parents (June 1st)**  
Parents had an opportunity to listen to and ask questions of our district social worker and a forensic nurse on issues such as vaping, drugs, date rape drug and more. The panel style discussion was very well received and there is hope the district will host more panels of this format in the upcoming school year.
  
- b. **Recording of Education Committee Meetings**  
At February 2023's Regular Board meeting the board passed a motion to allow some of the district meetings via zoom to be recorded. These include Finance & Operations COW (Committee of the Whole), Policy COW and the Regular Board meeting. The board felt further discussion was needed to allow recording the Education COW. Concerns had been raised about potential privacy breaches, particularly for students, Trustees, district administration and DPAC all spoke to the question. The Education meeting, more than any other regular meeting of the board has the most student participation and engagement. Concerns around the ever increasing digital footprint and Internet Safety was often spoken to. A recommendation to the board was developed.

**ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING**

That the Board of Qualicum School District (69) continue, for now, the Education Committee of Whole meetings via Zoom and that these meetings will not be recorded.

**NEXT MEETING DATE:**

Tuesday, September 19 at 2:30 p.m. via zoom

**ADJOURNMENT – 3:50 PM**

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEES' SCHEDULE OF MEETINGS 2023-2024**

<b>AUGUST 2023</b>			
29 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
29 (Tues)	Regular Board Meeting <i>followed by Annual Elections of Chair/Vice Chair</i>	ZOOM	6:00 pm
29 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	ZOOM	Following Regular Board Meeting
<b>SEPTEMBER 2023</b>			
18 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
18 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
19 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
26 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
26 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
30 (Sat)	<i>National Day of Truth and Reconciliation</i>		
<b>OCTOBER 2023</b>			
2 (Mon)	<i>Statutory Holiday</i>		
9 (Mon)	<i>Thanksgiving Day</i>		
16 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
16 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
17 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
24 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
24 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>NOVEMBER 2023</b>			
11 (Sat)	<i>Remembrance Day</i>		
13 (Mon)	<i>Statutory Holiday</i>		
20 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
20 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
21 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
23-26	BCSTA Trustee Academy	Vancouver	
28 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
28 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>DECEMBER 2023</b>			
12 or 19 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
12 or 19 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
Dec 25 – Jan 5	<i>Winter Vacation Period</i>		
<b>JANUARY 2024</b>			
15 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
15 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
16 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
23 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
23 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>FEBRUARY 2024</b>			
19 (Mon)	<i>BC Family Day</i>		
20 (Tues)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
20 (Tues)	Policy Committee of the Whole	ZOOM	1:00 pm
20 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
27 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
27 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>MARCH 2024</b>			
12 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
12 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
18-28	<i>Spring Vacation Period</i>		
29	<i>Good Friday</i>		



**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEES' SCHEDULE OF MEETINGS 2023-2024**

<b>APRIL 2024</b>			
1	<i>Easter Monday</i>		
15 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
15 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
16 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
16	Special Budget Board Meeting	ZOOM	6:00 pm
	BCSTA 114 <sup>th</sup> AGM	ZOOM	
23 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
23 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>MAY 2024</b>			
20	<i>Victoria Day</i>		
21 (Tues)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
21 (Tues)	Policy Committee of the Whole	ZOOM	1:00 pm
21 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
28 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
28 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>JUNE 2024</b>			
17 (Mon)	Finance & Operations Committee of the Whole	ZOOM	10:30 am
17 (Mon)	Policy Committee of the Whole	ZOOM	1:00 pm
18 (Tues)	Education Committee of the Whole	ZOOM	2:30 pm
25 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
25 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
<b>AUGUST 2024</b>			
27 (Tues)	In Camera Board Meeting	ZOOM	3:30 pm
27 (Tues)	Regular Board Meeting	ZOOM	6:00 pm
27 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	ZOOM	Following Regular Board Meeting

**Dates to Add/Confirm:**

- District Budget Committee Meetings
- Public Budget Information Session(s)
- District Retirement/Long Service Event
- Graduation/Awards Ceremonies



---

City of Parksville  
Office of the Mayor

June 19, 2023

Via email: [ramos@sd69.bc.ca](mailto:ramos@sd69.bc.ca)

School District No. 69 Qualicum  
100 Jensen Avenue East  
Parksville, BC V9P 2G5

Attention: Eve Flynn, Board Chair and Board of Education Trustees

To Whom It May Concern:

**Re: Oceanside Community Track Funding**

At the April 12, 2023, special meeting, Council endorsed the following resolution:

- 23-089
1. THAT financial plan proposal #23 (COUN10 for additional Parksville contribution to Oceanside track project) in the amount of \$750,000 be approved and the funds be provided to School District 69 from the Growing Communities Fund, Community Building Fund (gas tax) or other existing grant funds and incorporated into the 2023 - 2027 Final Financial Plan.
  2. THAT the City encourage funding contributions for the Oceanside track from other community partners, including the Town of Qualicum Beach and Regional District of Nanaimo.

On behalf of Council and the City of Parksville, I am pleased to take the lead in offering additional funding support for the Oceanside Community Track project.

.../2

For clarity purposes, the City has allocated this maximum additional amount of \$750,000, to move the project forward and facilitate construction of the track to the originally agreed-upon standard (without further amenities or additional lanes). However, the City's expectation is that this maximum funding amount will ultimately not be the sole responsibility of the City.

Our expectation is that other community partners, including the Town of Qualicum Beach and Regional District of Nanaimo, will provide a proportional level of funding support for this project as it will truly be a regional community amenity for residents of all ages to use and enjoy. It is expected that the expected funding support from the Town of Qualicum Beach and RDN, as well as any additional in-kind or monetary donations, will proportionately reduce the City's total financial contribution.

The City would appreciate further commitment from the School District No. 69 to advocate for further contributions by other community partners and thus provide more equitable cost sharing for this project. Furthermore, it is expected that payment to the School Board as agreed will be fulfilled after the complete financial statement of costs and receivables are provided to the City for review.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug O'Brien", written in a cursive style.

DOUG O'BRIEN  
Mayor

cc: Mayor and Council, Town of Qualicum Beach  
Regional District of Nanaimo Board of Directors