



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

**REGULAR BOARD MEETING AGENDA**

**TUESDAY, AUGUST 29, 2023**

**6:00 PM**

**VIA VIDEO CONFERENCING**

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Meeting ID: 297 193 643 719

Passcode: 2rSyyu

1. **CALL TO ORDER AND INTRODUCTIONS**
2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
3. **ADOPTION OF THE AGENDA**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).
4. **APPROVAL OF THE CONSENT AGENDA**
  - a. Approval of Regular Board Meeting Minutes: June 27, 2023 p 1-10
  - b. Ratification of In Camera Board Meeting Minutes: June 27, 2023 p 11
  - c. Receipt of Ministry News Releases
    - Grants will help international; francophone educators join child care sector p 12-13*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of August 29, 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**

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- a. Board/Authority Authorized Course** *(Rudy Terpstra)* **p 14-21**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *RCMP Youth Academy Studies 12.*
- b. Revised Minor Capital Plan Submission for 2023/24** *(Ron Amos)* **p 22-26**  
*Recommendations:*  
**THAT** the Board of Education of School District 69 (Qualicum) accept the recommended revisions to the 2023-2024 Minor Capital Plans as submitted to the Ministry.
- THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2023/24-CPSD69-02 at its Regular Board Meeting of August 29, 2023.
- THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2023/24-CPSD69-02 at its Regular Board Meeting of August 29, 2023.
- THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2023/24-CPSD69-02 at its Regular Board Meeting of August 29, 2023.
- THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2023/24-CPSD69-02 at its Regular Board Meeting of August 29, 2023.
- 12. INFORMATION ITEMS**
- a. Superintendent's Report** *(Peter Jory)*  
**i. Provincial Update**  
**ii. District Updates Regarding Start Up**
- b. Educational Programs Update** *(Gillian Wilson/Rudy Terpstra)*  
**c. 2023 Summer Projects Update** *(Phil Munro)*
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Young)*  
The next meeting will be held via video-conference on Monday, September 18, 2023
- 14. POLICY COMMITTEE OF THE WHOLE REPORT** *(Trustee Kellogg)*  
The next meeting will be held via video-conference on Monday, September 18, 2023
- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Austin)*  
The next meeting will be held via video-conference on Tuesday, September 19, 2023
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

- 17. TRUSTEE ITEMS**
  
- 18. NEW OR UNFINISHED BUSINESS**
  
- 19. BOARD CORRESPONDENCE AND MEDIA**
  
- 20. PUBLIC QUESTION PERIOD**
  
- 21. ADJOURNMENT\***

**\*TO BE FOLLOWED BY THE SPECIAL BOARD MEETING FOR YEARLY ELECTION OF  
CHAIRPERSON AND VICE CHAIRPERSON OF THE BOARD**



**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: May 23, 2023
- b. Ratification of In Camera Board Meeting Minutes: May 23, 2023
- c. Receipt of Ministry News Releases
  - Child care providers celebrated at 2023 ChildCareBC Awards of Excellence
  - Minister's statement for Pride 2023 in K-12 Education
  - Anti-racism roundtable brings voices together
  - Progress reporting reaches remaining school districts
- d. Receipt of Reports from Trustee Representatives
  - District French Advisory Committee – Trustee Flynn
  - Oceanside Health and Wellness Network – Trustee Young
  - Tribune Bay Outdoor Education Centre– Trustee Young

**23-51R**

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

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 23, 2023, as amended.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES**

None

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

Matt Woods, MATA President, commented on the following:

- Acknowledgement of Ballenas Secondary School for hosting 2023 Triple A Provincial Golf Championships at Fairwinds Golf Course. 105 golfers and 32 coaches were involved with Ballenas finishing in 6<sup>th</sup> place. Over 49 volunteers helped to make this event successful and the visiting teams were astounded by the local hospitality and beauty of the area. Congratulations to Mack Sanderson from Ballenas, who won the title of Boys High School Provincial Champion.
- Requested the Board consider showcasing flags that are connected with initiatives such as Pride, Indigenous and Black History Months as another visible action to inclusivity in our district.
- Regarding a statement MATA is unsure of in the Superintendent's briefing note on the school impact plans regarding "the creation of more metrics to measure and track progress in each of their goal areas", Mr. Woods cautioned the Board on creating a system reliant on too many assessment tools to measure a systems progress and asked them to consider what metrics are key to providing information to the Board as investments in people and resources is what provides the best support for teachers; not tests.
- Further to the proposed Strategic Plan being presented later in the meeting, he requested that the Board defeat the motion to approve the plan 'as presented'. This was due to MATA members having raised concerns regarding the phrase 'during lunch and after school' from E3 and T2 of the 'To Grow' section as it contradicted Articles of the MATA Collective Agreement as the wording would give the impression that teachers must give up their time to support that particular strategic plan goal.

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

Dianne Karras, CUPE Local 3570 Recording Secretary, shared the following message from the CUPE President, Sherrie Brown:

- Appreciation to the Board on a successful school year. There have been many forward thinking strides with school codes of conduct, the district strategic plan and working towards a meaningful reconciliation.
- The retirement social was well received and retirees appreciated being valued and acknowledged in such a positive way.
- Support staff are one year into the new Collective Agreement and the union anticipates receiving a final clean copy over the summer to distribute to its members. It was been a privilege working with the bargaining committees and we look forward to another successful school year in the fall.

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

Angel Delange, DPAC President, commented on the following:

- Appreciation to Jessica Threfall, DPAC Secretary and Vice President Elect, for organizing the CPR-C and AED course that was offered by DPAC to SD69 parents/guardians.
- Thank you to SD69, Trustees and CUPE Local 3570 for all the hard work and support they have provided for district families and learners.
- The newly elected DPAC executive team will continue to work hard to support and represent families and the school district in the coming school year.

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

None

**11. ACTION ITEMS****a. 2023-2024 Student Fees**

Superintendent Jory reported that senior staff have reviewed the student fees as submitted by each school to ensure similar items were of similar costs across the district, and that they were within the requirements of the *School Act*. He noted that workbook fees have been eliminated and, should secondary schools feel they are valuable enough for the practice in those classrooms, that cost would come out of the school's purchasing budget.

It was noted that fees are a challenge for many families, particularly those with more than one child. Trustees thanked the PACs and DPAC for their work to fundraise and help reduce costs to families.

**23-52R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the 2023-2024 Student Fees as presented.

CARRIED

Trustee Austin abstained

**b. 2023-2024 School Impact Plans**

Superintendent Jory noted that this new model is leaner as schools were asked to focus on one or two goals at the most, which will lend itself to success in those chosen areas.

There are many thoughtful ideas going forward and, while the more detailed plans could be a bit leaner, there are also plans that need more alignment between what the students are doing, what the educators are doing and then what that evidence is. Senior staff will also want to see a little bit more alignment over time between what is being done as a district and what is being done at the school level; however, they want that to develop authentically, collaboratively and thoughtfully. That work is in its earliest stages and will continue to evolve over time.

As this is already a 'living' document, conversations have occurred and are ongoing with the school's staff, students and parents as well parent advisory councils, as is done at the district level with stakeholder groups.

Superintendent Joy addressed comments of the MATA President stating that additional metrics doesn't mean purchasing other evaluation tools, or giving prod on other things, but rather it is something more organic and more site-based so people are invited to create survey tools, observational rubrics - i.e. allow them to say we said we wanted students to do this thing, how do we know if they are actually doing it and how can we assess that in our school - and free them up to develop the types of concepts or tools they need to get at the work at their own level.

**23-53R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the School Impact Plans for 2023-2024 as previously provided.

CARRIED UNANIMOUSLY

**c. 2023-2027 District Strategic Plan**

Superintendent Jory reviewed the collaborative process and the data which drove the conversations with staff, parents and students towards the creation of the goals of the District's Strategic Plan.

He addressed the MATA President's comments regarding the wording 'during lunch and after school' from E3 and T2 of the 'To Grow' section and assured the Board and the MATA President that there was no intention from the District's perspective to violate the MATA collective agreement, rather simply to acknowledge that there are those staff who provide the opportunity for noon hour and after school activities.

Trustees expressed their appreciation for the process undertaken to create the Plan and also considered the MATA President's comments. It was suggested that, in order not to appear to be in contravention of the MATA collective agreement or cause any confusion/concern, the phrase "during lunch and after school" from E3 and T2 of the 'To Grow' section be removed.

**23-54R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the proposed District Strategic Plan for 2023-2028 as amended to remove the phrase 'during lunch and after school' from E3 and T2 of the 'To Grow' section.

CARRIED UNANIMOUSLY

**d. District Logo**

Trustees expressed their approval of the proposed new district logo, noting that it was created by a past student, current employee and an Indigenous artist. It was recommended that the logo be revisited in the penultimate year of the agreement to use the artist's work in order to consider if it should be extended or a new logo created, including a higher level of collaboration and student involvement.

Superintendent Jory noted that the name of the artwork is *Daybreak*; in Hul'qumi'num the local word for daybreak is 'yuhkwewkiyul' and the district will be using that word from time to time should the logo be approved.

**23-55R**

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

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

CARRIED UNANIMOUSLY

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

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

- June 29th will be the last day of the 2022-2023 school year for elementary attendance. There will be some assemblies and activities, report cards, the typical early dismissal, and staff will be off to meetings and to clean up their spaces. Commencement ceremonies will be taking place on Thursday at Ballenas and Kwalikum secondary schools.
- The Parksville Alternate Secondary School graduation was held on June 22<sup>nd</sup>. The number of students meeting the requirements for graduation was up to 22 this year with 18 graduates in attendance. He congratulated Principal Autumn Taylor and the Winchelsea Place Team for their work in organizing the event and supporting those students towards graduation.
- Staff and student attendance are in line with what most school districts are reporting with SD69 student attendance seeming to be slightly better than other districts. Staff replacement costs have been higher than expected, however there has been an improvement over last year, and a slight improvement over previous months. With a little work, it is anticipated that attendance will trend in a good direction.

**b. Education Update**

Gillian Wilson, Associate Superintendent, reported on the following:

- Grad walks were held on June 14<sup>th</sup> with graduating students visiting their former elementary schools and elementary teachers in recognition of not only their high school years but also the foundation of their learning in elementary school.
- The Learning Grant presentations held on June 19<sup>th</sup> (also highlighted in the Education Committee report) showcased some of the amazing initiatives



that teachers are engaged in across the district to support their own professional learning. The presentation format was well-received by participants and attendees alike.

- The District will be assuming the After School Care License from Oceanside Building Learning Together Society at Errington Elementary School as it fits with the work that the school is already doing with the Seamless Day program.
- Planning has also begun for next year with the District calendar.
- Administrators are meeting one more time to take one final look at the cross boundary applications of some families which have not yet been able accommodated. There may be some who will have to remain on hold in consideration of any new students moving into the district over the summer.
- The 6-week pilot program for pre-Kindergarten students held at two of the elementary schools, which was also highlighted at the Education Committee, was well received by parents of students who participated in the program.
- Appreciation to staff in the Human Resources Department, under the leadership of Brenda Paul, who supported staff on the CUPE and MATA side with the staffing processes. A new structure was implemented for CUPE support staff this year which worked well and resulted in CUPE employees being placed in positions prior to the summer break.
- Acknowledgement of the work done with MATA for staffing. Round 3 of the post and fill process was just completed and offers were being sent out so teachers know where they are going as they move into summer. Lots of work from the Principals and Vice Principals was also done to get the postings in and make sure they are organized.
- Work in the Operations & Maintenance Department is about to begin to get schools ready for staff and students in September.

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

- Two documents were created with feedback from the Assessment and Communicating Student Learning Committee for September both communicating student learning requirements and a calendar that outlines the times and dates for assessing students and reporting out to families. That is in strong alignment with our current practice in our district which is ahead of the new reporting order coming out in September.
- The Career Education Department is offering an Explore the Trades Program this summer for students to gain job skills from First Aid to Food Safe as well as placements working alongside trades people to provide experience and job readiness and encourages them to explore some of the options they will have later on in their high school careers. Credit to the Applied Design Skills and Technology (ASDT) team for all the work in supporting students during the annual boat building competition that was held in the elementary schools.
- Also, under the Trades Program, the District is moving forward with a grant application to the Ministry in conjunction with the Mid Island Coalition of School Districts to offer Health Careers Dual Credit Program as that field has many job openings and career positions and this will provide students a head start in that field.
- The Outdoor Programs also completed their year-end meeting to share their expertise and make recommendations for future years, such as equipment and safety.

- The District Drug and Alcohol Review Committee (DDARC) had its final meeting and members made some recommendations to create space for it to be a true restorative process and really putting success strategies for students in place.
- The French Immersion Graduation Luncheon took place on June 22<sup>nd</sup>. Not only are French Immersion graduates recognized; they are also asked for recommendations as to how the program might be improved as well as one thing they appreciated about the program.
- A consultant, Lynn Bouchard, worked with the French Immersion team this year. Not only is the district able to roll over its grant this year to next, an additional grant for next year has been obtained to continue working with those teachers in the French Immersion program.
- Acknowledgement of the Teaching & Learning Team members for their work in supporting teachers throughout the district.

Trustee Young inquired if there were as many French Immersion students not continuing in French Immersion in high school. Director of Instruction Terpstra replied that there is definitely a decrease in students leaving the program; however, with regard to the cohort of grade 8's going onto French Immersion, this year's grads were between 15 and 17, and all the cohorts in high school behind them are in the 20's, so that has been a solid improvement over the last five years.

**c. Operations Department Summer Work Plan**

Phil Munro, Director of Operations, outlined the 40 projects of various magnitudes that have been planned at district sites over the summer. Staff will be taking before and after photos to highlight and share the work done on those projects at the end of summer. The supplementary work list has been reinvigorated with support staff pool who normally don't work over some of the summer break and that will keep them working through the summer which is a valuable add for the employees as well as for the employer.

Projects include:

- Fire alarms systems upgrades
- Duct cleaning
- HVAC phase II
- Painting
- Gym floor
- Removal of a Basketball court at Kwalikum (a new court is being planned in another location at that school)
- Replacement doors
- Security systems
- Replacement of pea gravel with wood chips on a playground
- Lighting upgrades to LED lights
- Secondary flagpoles at those sites that only have one
- Preparations for the track upgrade which include moving the District Resource Centre into Winchelsea Place. The former DRC portables will then be moved in the fall.

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

Trustee Young noted that the major and minor plans are submissions and it does not necessarily mean that the money will be forthcoming.

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

**23-56R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve the 2024-2025 Major Capital Plan Submission as presented.

CARRIED UNANIMOUSLY

**b. 2023-2024 Minor Capital Projects**

Secretary Treasurer Amos reminded attendees that, with the creation of the Feeding Futures Fund, the province has also released some capital planning funds to support the provincial food program which schools can consider using for equipment, kitchen renovations, etc. The plans will be submitted to the Ministry for review over the summer months and approved projects can begin in September. Anything going against the 2023/2024 capital plan will need to be completed by March 2024 and form part of the minor work projects that are submitted every September for the 2024-2025 minor work in the School Food Infrastructure Program as well.

Director of Operations Munro added that the submission, while originally planned for Winchelsea Place, will also encompass the Kwalikum Secondary School kitchen as well as the purchasing of some appliances at other sites.

**23-57R**

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

**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**

**a. Board Policy 100: Sustainable Practices**

**23-58R**

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

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

CARRIED UNANIMOUSLY

**b. Board Policy 301: Living Wage**

**23-59R**

*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 301: *Living Wage* at its Regular Board Meeting of June 27, 2023.

CARRIED UNANIMOUSLY

**c. Board Policy 106: Financial Reporting and Operating Surplus**

**23-60R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 106: *Financial Reporting and Operating Surplus* and its attendant Administrative Procedures at its Regular Board Meeting of June 27, 2023.  
 CARRIED UNANIMOUSLY

**23-61R**

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

**THAT** the Board of Education of School District 69 (Qualicum) adopt the revisions to the attendant Administrative Procedures to Board Policy 106: *Financial Reporting and Operating Surplus* at its Regular Board Meeting of June 27, 2023.  
 CARRIED UNANIMOUSLY

**d. Board Policy 900: Privacy Management and Accountability**

**23-62R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 900: *Privacy Management and Accountability* and its attendant Administrative Procedures at its Regular Board Meeting of June 27, 2023.  
 CARRIED UNANIMOUSLY

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

**a. Recording of the Education Committee of the Whole Meeting**

Trustee Austin provided a summary of the consideration as to whether or not to hold the ECOW in person or via ZOOM

**23-63R**

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

**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  
 CARRIED UNANIMOUSLY

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

None

**17. TRUSTEE ITEMS**

**a. DRAFT 2023-2024 Trustee Meeting Schedule**

Trustees discussed the meeting schedule for 2023-2024 and it was decided that the December Meetings would be held on the 19<sup>th</sup>. The Board also asked that the schedule indicate which of the meetings will be recorded.

**b. Report on Retirement Event**

Trustee Flynn thanked the Retirement Committee for its work on this year’s event which was well received by the retirees. She also noted that there will be some changes to the long service recognitions in the future.

**b. Resumption of Coffee with Trustees**

Trustee Austin polled trustees to determine whether or not they wished to resume *Coffee with Trustees*, whereby those trustees available at a scheduled time would visit a school at the end of day bell to informally touch base with each school’s community. Trustees were in agreement; school administrators will be contacted by the Executive Assistant and a schedule created and shared with the Board.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

**a. Letter from City of Parksville re Oceanside Community Track Contribution**

**20. PUBLIC QUESTION PERIOD**

Trustees and Senior Staff responded to questions and comments regarding the following topics:

- Capital portion of the Feeding Futures Funding and whether it would have an impact on the money schools were expecting for food programs announced earlier this school year. The capital portion will be a separate fund.

**21. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 7:56 p.m.

\_\_\_\_\_  
CHAIRPERSON

\_\_\_\_\_  
SECRETARY TREASURER



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

**IN-CAMERA MEETING**

**SECTION 72 REPORT  
June 27, 2023  
Via ZOOM**

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**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
- Land
- Legal

The Board of Education approved motions on the following topics:

- Personnel

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Chairperson

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Secretary Treasurer

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## NEWS RELEASE

For Immediate Release  
2023ECC0054-001322  
Aug. 23, 2023

Ministry of Education and Child Care  
Ministry of Families, Children and Social Development

### **Grants will help international, francophone educators join child care sector**

VICTORIA – Early childhood professionals educated in languages other than English will have reduced costs and more support to become certified to work in British Columbia’s child care sector, as a result of financial support to translate educational documents into English.

“Support for translation services is one way the Province is recruiting more early childhood professionals to B.C., as part of the ChildCareBC plan,” said Grace Lore, B.C.’s Minister of State for Child Care. “These financial supports will help more qualified educators to join the child care sector, benefiting families, children and B.C.’s economy.”

Early childhood professionals who completed training outside Canada or francophone Canadians who have documents in French can apply for a grant of as much as \$2,500 at the same time as they apply for early childhood educator (ECE) certification with the B.C. ECE Registry. These grants can be used to have non-English documents, such as school transcripts and course descriptions, translated into English by MOSAIC B.C.

“Early childhood educators are pivotal to the success of a Canada-wide early learning and child care system, and their expertise and tireless efforts play a vital role in giving children the best possible start in life,” said Jenna Sudds, federal Minister of Families, Children and Social Development. “The Government of Canada is working with our provincial, territorial and Indigenous partners to make it easier for ECEs to start their career and continue providing high-quality early learning opportunities for children across Canada.”

With \$750,000 in one-time federal support through the 2021-25 Canada–British Columbia Early Learning and Child Care Agreement, approximately 300 ECEs who have completed their education in non-English programs will be eligible to receive the grant. This support is significant given that translation services have an average cost of approximately \$5,000 per applicant.

“Supporting applicants with the translation process will help to ensure those applying for the ECE certification are meeting B.C. requirements,” said Emily Gawlick, executive director, Early Childhood Educators of BC. “This fosters a qualified professional body, which we know is essential for this complex work.”

B.C.’s ECE Registry certifies ECEs prior to their work in child care programs, which is crucial to ensuring the safety of children and the quality of care they receive. The registry receives hundreds of applications for ECE certification annually from people who have completed their education outside of Canada and from francophone Canadians.

Interested ECE applicants can apply for these translation grants starting Aug. 21, 2023, and find more information:

- Internationally educated applicants:  
<https://www2.gov.bc.ca/gov/content?id=D1CD5CC608BB46ADAF68EA29AC438098>
- Canadians with documents in French:  
<https://www2.gov.bc.ca/gov/content?id=8143215E2E8B44078473EE47A2B1FA82>

Starting in March 2022, to help child care providers secure more staff, the Province began giving international ECEs and ECE assistants priority access to apply for permanent residency under the Provincial Nominee Program, creating immigration pathways for the child care workforce.

**Learn More:**

For more information about how to become an ECE in B.C., visit:

[www.gov.bc.ca/earlychildhoodeducator](http://www.gov.bc.ca/earlychildhoodeducator)

To learn more about the Provincial Nominee Program,

visit: <https://www.welcomebc.ca/Immigrate-to-B-C/About-The-BC-PNP>

For more information 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)

**Contacts:**

Ministry of Education and Child Care  
Media Relations  
esme.mills@gov.bc.ca  
250 896-4891

Ronny Al-Nosir  
Office of the Minister of Families, Children and  
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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](http://news.gov.bc.ca/connect)





SD69 (Qualicum)

## DIRECTOR OF INSTRUCTION

### Briefing Note

**Date:** August 29, 2023

**To:** Board of Education

**From:** Rudy Terpstra, Director of Instruction

**RE:** Board/Authority Authorized (BAA) Course: RCMP Youth Academy Studies 12

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**Background:**

Each summer students in School District 69 Qualicum participate in the RCMP Youth Academy sponsored by the District Career Education department. This program gives students great insight to aspect of a “real life” police training academy. It also provides our students with insight into a career of law enforcement or other related careers.

Cowichan Valley School District has already created and had approved the BAA: *RCMP Youth Academy Studies 12* (attached) and it is posted on the Sharing Platform.

As outlined in the Board/Authority Authorized Courses and First Nation Authorized Course Policy, the School Act section 85(2)(i), and Ministerial Order 285/04 - Board Authorized Course Order, any school or district accessing BAA courses on the Sharing Platform must seek approval from their Board or Authority to deliver the course locally.

As this program does not qualify for a Work Experience 12 course, and in response to the local needs of our schools, students and community, adding this course to our district would meet the needs and interests of our students.

**Recommendation:**

**THAT** the Board of School District 69 Qualicum approve local delivery of the BAA Course: *RCMP Youth Academy Studies 12* as presented.

Respectfully submitted,

Rudy Terpstra



## Board/Authority Authorized Course: RCMP Youth Academy Studies 12

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number:</b> School District #79
<b>Developed by:</b> Sheryl Lindquist modified by Larry Mattin	<b>Date Developed:</b> Feb 10 <sup>th</sup> , 2019
<b>School Name:</b> Cowichan Open School	<b>Principal's Name:</b> Larry Mattin
<b>Superintendent Approval Date:</b>	<b>Superintendent Signature:</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> RCMP Youth Academy Studies	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 95
<b>Course Category:</b> Protective Services	<b>Course Code:</b> YPSS-2A

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

None

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

None

**Course Synopsis:**

This course is designed as a career simulation where students who successfully complete each phase of the selection process will attend the Academy and experience a variety of activities that a police cadet would experience but in a capsulated format. In this way students gain an understanding of policing and related career fields. The course is set up to place students in a RCMP Training Academy environment. Students will receive instruction and lectures in law, police tactics, social skills, physical training, self-defense and a variety of other topics. They will be involved in many role-playing scenarios where they will take on the role of a police officer. They will be required to work in a team and partake in all of the planned activities. This is a physically demanding course with fitness prerequisites.

**Goals and Rationale:****Rationale:**

RCMP Youth Academy Studies is designed for students to explore policing and related career fields by participating in a simulation of RCMP Depot training. Through the knowledge, skills and understandings provided during this experience, students will develop core competencies in critical thinking skills as they pertain to investigative procedures, social responsibility, the Canadian Criminal Code, and communication skills that directly relate to the collection of information, exchange of data and use of digital media.

This course has cross-curricular elements. Policing is a multi-dimension career and requires both academic and athletic ability. Students will engage in daily physical training and monitor improvements in their athletic ability over the duration of the course. Although the majority of the course will be taught in the core content areas of Protective Services and Law, this program will also teach students about societal expectations for citizens. Protective Services will include instructional programs that describe the principles and procedures for providing police, fire and other safety services. The component on Law will include instructional programs that describe the principles and procedures in the form of legislation, decision-making, regulations and orders developed and enforced by institutions of government in order to maintain social order.

Policing is heavily reliant on teamwork and collaboration and this course will emulate these focus areas. Leadership is expected and taught as an integral part of the training. Students will demonstrate these skills throughout the course with mentoring from a variety of RCMP members working in various specialty areas such as dog handling, flight, drugs, ERT, traffic etc.

**Goals:**

- Develop an understanding of the many aspects of policing and leadership
- Develop a basic knowledge of the Criminal Code of Canada as it pertains to police sciences and a Canadian citizen
- Develop a knowledge of skills and fitness prerequisites required during a physically demanding career such as policing
- Develop the knowledge to demonstrate effective techniques to manage policing related incidents
- Gain insight into related careers in policing such as First Nations policing, justice, and victim services.

### **Indigenous Worldviews and Perspectives:**

The RCMP strategic priority #4: <http://www.rcmp-grc.gc.ca/prior/index-eng.htm#ac>

- working collaboratively with the communities to ensure enhanced and optimized service delivery by developing relevant and culturally competent police services
- demonstrating value for service through the development, management and evaluation of the detachment performance plan created in collaboration with the local Indigenous communities
- maintaining and strengthening partnerships with Indigenous communities, our policing and government partners, stakeholders and with Indigenous organizations

### Declaration of First Peoples Principles of Learning:

- RCMP Youth Academy Studies supports the development of the self and the community
- Learning is reflective, experiential and relational and involves learning from RCMP member mentors throughout the course
- Learning involves recognizing the consequences of one's actions

### Declaration of Indigenous Worldviews and perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in RCMP Academy Youth Studies specifically connectedness relationships; specifically:

- Community involvement process and protocols – RCMP member training in understanding different perspectives in diversity
- Community engagement – youth strategies for northern and local communities
- Local focus – RCMP members connecting with elders in northern and local communities
- Leadership – highlighting Indigenous individuals in the RCMP in a variety of settings

**BIG IDEAS**

Learning involves recognizing the consequences of one’s actions;  
**Policing** and law enforcement protect the rights of Canadians

Commitment to ensure physical and mental readiness for police duties

**Defensive tactics** to manage policing-related incidents

Special **support units** within the RCMP

RCMP and related **occupational pathways**

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Police Sciences</b></p> <ul style="list-style-type: none"> <li>• Develop rudimentary interview skills and strategies to assist in mock investigations</li> <li>• Gather relevant pieces of information from variety of sources</li> <li>• Recognize elder supports for youth in communities</li> <li>• Analyze statements taken from witness</li> </ul> <p><b>Cadet training</b></p> <ul style="list-style-type: none"> <li>• Perform a set of exercises at a specific fitness level daily</li> <li>• Demonstrate competency in performing routine tasks</li> <li>• Develop a sense of <b>pride in self</b> <ul style="list-style-type: none"> <li>○ Exploration of one’s identity</li> <li>○ Learning is holistic and reflexive, reflective, experiential...</li> </ul> </li> <li>• Work collaboratively during <b>drill</b></li> </ul> <p><b>Police Defensive Tactics</b></p> <ul style="list-style-type: none"> <li>• Participate in training scenarios using <b>tactical defensive strategies</b></li> <li>• Practice take downs and physical restraints</li> </ul> <p><b>RCMP Support Units</b></p> <ul style="list-style-type: none"> <li>• Explain how technology is used in a variety of specialized <b>support units</b></li> <li>• Describe how aircraft enhance police officer’s field of vision</li> <li>• Explain when service dogs are required</li> <li>• Demonstrate TAC gear usage</li> </ul> <p><b>Careers in Policing</b></p> <ul style="list-style-type: none"> <li>• Understand career choices, lifestyles and training requirements</li> <li>• Explain the recruiting process</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Criminal Code of Canada</b> and laws that govern policing</li> <li>• <b>Powers of Arrest</b></li> <li>• Preparation of notes in a <b>police notebook</b></li> <li>• Polygraph technology</li> <li>• RCMP hierarchy (<b>Chain of Command</b>)</li> <li>• Incident Management and Intervention Model (<b>IMIM</b>)</li> <li>• Clients, Acquiring and Analyzing information, Partnerships, Response, Assessment Model (<b>CAPRA</b>)             <ul style="list-style-type: none"> <li>○ Learning is relational, focused on connectedness, on reciprocal relationships, and sense of place.</li> </ul> </li> <li>• Physical Abilities Requirement Evaluation (<b>PARE</b>)</li> <li>• <b>RCMP Code of Conduct</b></li> <li>• Etiquette and proper protocol in formal setting</li> <li>• Dress protocol and <b>“kit”</b></li> <li>• Ground control and methods of enforcement</li> <li>• Defensive strategies and police officer safety</li> <li>• Policing interventions and public safety</li> <li>• <b>Search and Rescue</b></li> <li>• <b>TAC</b></li> <li>• Emergency Response Team (<b>ERT</b>)</li> <li>• Leadership, teamwork, collaboration</li> <li>• Different educational pathways for policing related careers</li> <li>• <b>First Nations Policing (FNP)</b></li> </ul>

## Big Ideas – Elaborations

- **Policing:** an organized civil force for maintaining order, preventing and detecting crime, and enforcing the laws.
- **Defensive tactics:** a component of the Cadet Training Program designed to provide cadets with safe and effective techniques to manage policing-related incidents within the context of the RCMP Incident Management Intervention Model
- **Support units:** specialized units in identification, forensic lab, police dog, dive teams, etc. within the RCMP
- **Occupational pathways** – include Fire, Ambulance, Conservation, Corrections, and Coast Guard.

## Curricular Competencies – Elaborations

- **RCMP Code of Conduct:** This *Code of Conduct* sets out responsibilities, consistent with section 37 of the Royal Canadian Mounted Police Act, that reinforce the high standard of conduct expected of members of the Force.
- **pride in self:** This component of the Cadet Training Program is designed to develop a sense of pride in self through professional deportment. Cadets are taught how to care for and maintain their kit and proper turn out in uniform and mufti (civilian clothes).
- **defensive strategies:** are designed to provide cadets with safe and effective techniques to manage policing-related incidents

## Content – Elaborations

- **Criminal Code of Canada** and the laws that govern policing
- **Powers of Arrest:** is a mandate given by a central authority (RCMP) that allows an individual to remove a criminal's (or suspected criminal's) liberty.
- **police notebook:** pocket notebook or PNB is used by police officers to officially record details and incidents while on patrol
- **Chain of Command:** Hierarchical structure of organization in the RCMP
- **IMIM:** The Incident Management /Intervention Model is a visual aid that helps the officer picture an event and explain why the officer used the intervention methods he or she did.
- **CAPRA:** The CAPRA Model is an operational application of the RCMP's vision and mission. It combines the RCMP's commitment to communities and clients, problem solving in partnership and continuous learning.
- **PARE:** Physical Abilities Requirement Evaluation is a standard fitness testing that the RCMP members and cadets must pass
- **Kit:** all items needed for “dress” uniform, equipment belt, weapons etc.
- **Search and Rescue:** is the search for and provision of aid to people who are in distress or imminent danger
- **ERT:** Emergency response team - is a group of highly-trained RCMP members capable of employing specialized weapons, equipment, and tactics to resolve extremely high-risk situations.
- **TAC:** tactical team
- **First Nations Policing:** Police officers provide enhanced services devoted to the *policing* needs of *First Nations* communities, including strategic priorities in indigenous territories.

### Recommended Instructional Components:

Direct instruction	Brainstorming
Indirect instruction	Logbook note taking
Mentoring	Collaborative event planning
Interactive training simulations	Self-assessment
Scenarios	Peer-assessment
Group work	Mock Trial
Instructor centered instruction to learner centered instruction	

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

Triangulation of assessment strategies are widely used to assess curricular competencies; specifically: Observation, Conversation and Product assessment of the following:

- Journaling (Notebook evaluation)
- Peer Assessment
- Self-assessment
- Performance assessment - demonstration of acquired skills.

### Learning Resources:

- Royal Canadian Mounted Police web site: Cadet Training Program brief overview <http://www.rcmp-grc.gc.ca/depot/ctp-pfc/index-eng.htm#aps-spa>.
- Lower Mainland Youth Academy Operational Manual (June, 2006)
- RCMP guest speakers and instructors from a wide variety of sections
- RCMP civilian employees
- Training handouts, props and samples
- Guest instructors will provide demonstration equipment like polygraphs, Tasers, ERT equipment, TAC equipment, personal protective gear, dive team gear and an assortment of other career related equipment.

### Additional Information:

#### Facility Requirements

- This program requires the group to take over a section of a school.
- The gym, cafeteria, hallways, bathrooms, locker rooms, and classrooms are utilized to simulate Depot.

#### Classroom equipment

- Overhead and multimedia projectors with a projection screen.
- Whiteboard with marking pens and erasers.
- Fitness equipment.

**Miscellaneous Equipment**

- Floor mats
- High visibility vest
- A car to use the “jaws of life” for the extraction demonstration
- Physical Abilities Requirement Evaluation (P.A.R.E.) equipment
- Cleaning supplies for the bathrooms
- Personal equipment, radio, baton, belt, mock gun.





August 17, 2023

Ref: 291068

To: Secretary-Treasurer and Superintendent  
School District No. 69 (Qualicum)

**Capital Plan Bylaw No. 2023/24-CPSD69-02**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

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This letter is in response to your School District's Amended 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Food Infrastructure Program (FIP)\***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

**\*Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

**MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**

**New Projects**

Project #	Project Name	Project Type	Comments
150356	False Bay Elementary	Seismic	Project has been supported for planning (business case). Please submit Project Development Report (PDR) to Ministry as soon as possible

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

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

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

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Winchelsea Elementary	SEP - Roofing Upgrades	\$510,000 \$30,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Bowser Elementary	SEP - Roofing Upgrades	\$480,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Kwalikum Secondary	SEP - Interior Construction Upgrades	\$490,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Arrowview Elementary	CNCP - HVAC Upgrades	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Oceanside Elementary	CNCP - Electrical Upgrades	\$199,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Arrowview Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.

**An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.**

**In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:**

**<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>**

**The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at [Nathan.Whipp@gov.bc.ca](mailto:Nathan.Whipp@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.**

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's Capital Planning webpage by April 1<sup>st</sup>, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the Local Government Act, is duly accepted by the Ministry as part of the Board's approved capital plan for 2022/23.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the Local Government Act prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a

board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,

A handwritten signature in cursive script that reads "Damien Crowell".

Damien Crowell, Acting Executive Director  
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch  
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance Unit, Capital Management Branch

**CAPITAL BYLAW NO. 2023/24-CPSD69-02**  
**CAPITAL PLAN 2023/2024**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated August 29, 2023, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No.2023/24-CPSD69-02.

READ A FIRST TIME THE 29<sup>TH</sup> DAY OF AUGUST, 2023;  
READ A SECOND TIME THE 29<sup>TH</sup> DAY OF AUGUST, 2023;  
READ A THIRD TIME, PASSED THE 29<sup>TH</sup> DAY OF AUGUST, 2023

***APPLY CORPORATE SEAL***

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Board Chair

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2023/24-CPSD69-02 adopted by the Board the 29<sup>TH</sup> DAY OF AUGUST, 2023.

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Secretary-Treasurer