



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 23, 2024
6:00 PM
VIA VIDEO CONFERENCING

[Click here to join the meeting](#)

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: March 12, 2024 | p 1-8 |
| b. | Ratification of In Camera Board Meeting Minutes: March 12, 2024 | p 9 |
| c. | Receipt of Ministry News Releases | |
| | • Province supports more school improvements | p 10-13 |
| | • Families no longer charged fees for child care waitlists | p 14-15 |
| | • Access Improves for families connecting with child care services | p 16 |
| | • BC acts to protect kids, school staff from disruptive protests | p 17-18 |
| | • More supports coming for BC students with diverse needs | p 19-20 |
| | • Minister's statement on Education Week | p 21-22 |
| | • BC takes action to improve literacy for students | p 23-24 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • OBLT Early Years Coalition – Trustee Young | p 25 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 23, 2024, 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. **2024/2025 Annual Budget Bylaw**

p 26-46

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2024-2025 fiscal year at its Regular Board Meeting of April 23, 2024.

MOTION MUST BE CARRIED UNANIMOUSLY

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$72,497,275 for the 2024-2025 fiscal year.

12. **INFORMATION ITEMS**

a. **Superintendent's Report**

(Peter Jory)

b. **Educational Programs Update**

(Gillian Wilson/Rudy Terpstra)

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

(Trustee Young)

p 47-55

a. **Annual Five-Year Capital Plan Submission for 2024/2025**

(Ron Amos)

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

MOTION MUST BE CARRIED UNANIMOUSLY

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. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

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. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

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. 2024/2025-CPSD69-01 at its Regular Board Meeting of April 23, 2024.

- 14. POLICY COMMITTEE OF THE WHOLE REPORT** *(Trustee Kellogg)* **p 56-58**
- a. Administrative Procedures to Board Policy 108: School Generated Funds** **p 59-60**
For Information
- b. Board Policy 804: Physical Restraint and Seclusion of Students** **p 61-66**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of April 23, 2024.
- c. Board Policy 103: School and District Branding** **p 67-68**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 103: *School and District Branding* at its Regular Board Meeting of April 23, 2024.
- d. Board Policy 510: Learning Resources** **p 69-70**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 510: *Learning Resources* at its Regular Board Meeting of April 23, 2024.
- e. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** **p 71-73**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* at its Regular Board Meeting of April 23, 2024.
- 15. EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Austin)* **p 74- 77**
- a. Board/Authority Authorized Course: Hockey Skills 10-12** **p 78- 85**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: Hockey Skills 10-12.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- a. Report on BC School Trustees Association Annual General Meeting** *(Trustees)*

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



Yath ćisum
Always growing
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES**

**TUESDAY, MARCH 12, 2024
6:00 PM
VIA VIDEO-CONFERENCING**

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	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
Tandy Gunn	District Principal, Learning Support Qualicum District Principals and Vice Principals Association

Education Partners

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

1. CALL TO ORDER

Chairperson Flynn called the video-conferencing meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations. She thanked them for their stewardship of the land, and for allowing the Board to live, work, play and learn in this beautiful part of the province.

3. ADOPTION OF THE AGENDA

Trustees agreed to revise the ordered of the agenda items action items piece to after our information reports.

24-29R

Moved: Trustee Kellogg *Seconded:* Trustee Austin

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: February 27, 2024
- b. Ratification of In Camera Board Meeting Minutes: February 27, 2024
- c. Ratification of Special In Camera Board Meeting Minutes: February 5, 2024
- d. Receipt of Ministry News Releases
 - More funding helps BC families with school expenses

24-30R

Moved: Trustee Kellogg *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of March 12, 2024, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, provided the following comments:

- Recognition of Julie Cloutier, a French-Immersion teacher and MATA In-District Pro-D Chair, and her committee for organizing her first Professional Development Day. Many teachers and administrators that attended were pleased with the variety of options and appreciative of the opportunity to learn and grow professionally.
- On behalf of Taylor Wilson and the Kwalikum Secondary School Athletic department, Mr. Woods shared the contents of a letter regarding revisions being made to Board Policy 705 – *Corporate/Community Sponsorships, Partnerships, and Advertising in Schools*. The letter inquired whether the Board would consider amending the policy to make permanent banners a possibility if they are limited to local small businesses and small companies, while avoiding multinational corporations. This would remove the responsibility and additional time required to put up and take down dozens of removeable banners before and after each game. As the policy is currently at first reading, MATA looks forward to continuing that conversation at the April Policy Committee of the Whole Meeting.
- Mr. Woods urged the Board to vote against the recommendation coming forward regarding the proposed bell shifts for September 2024 as he did not understand the immediacy of the proposal and believed it did not follow a due process with consideration for the effects on lunch times, sports activities, necessary reports and the number of students affected. MATA urged the Board to defeat the upcoming motion and request that information gathered from the survey be summarized and provided to each site; provide site administrators time to discuss the proposed bell shifts with teachers via staff committee meetings and with parents via DPAC meetings to bring recommendations forward; and, that the information gathered at each site be provided to the Curriculum Advisory Implementation Committee (CIAC) to then forward a recommendation to the Board suggesting later start times and a supported shift in the bell schedule. MATA believes there is time for this process to occur and strongly believes that following this process would provide transparency and a better understanding of, and reasons for, the changes for a smooth transition system-wide.

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

Ewen Rycroft, CUPE Local 3570 President, provided the following comments:

- Appreciation to Julie Fowler for being a key organizer for the recent CUPE professional development day held on Friday, March 1st. It was a successful day with good facilitation of sessions.
- Appreciation to Sheila Morrison, Principal of Early Learning, who was a keynote speaker on March 1st. She provided information on child care in the district which provided clarity for education assistants on the various aspects of after school operations and the importance of child care to parents.
- He then shared the sad news of the unexpected passing of Paul Clay, one of the district's bus drivers. Mr. Clay was liked by staff and students alike and will be truly missed. Brant Prunkl, Manager of Operations – Safety and Transportation, was thanked for supporting staff in dealing with this sudden loss.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Angel Delange, DPAC Secretary, reported on the following DPAC activities:

- With the \$2500 received from BC Gaming Grant DPAC has collaborated with the Qualicum School District to co-host the following information sessions:
 - Safer Schools either May 8th or 9th
 - Mischa Oak with LGBTQ Corporate Training (Date TBD)
- Springwood and École Oceanside Elementary Schools are hosting the district grade 6/7's volleyball tournament with 22 teams participating on March 12 and 13th at École Oceanside Elementary School and on March 14 at Springwood Elementary School. Thanks to the Springwood Elementary PAC for organizing the fun activities planned at that site for the participants when they are not on the court.
- DPAC will be supporting the *Pete the Cat* event as, thanks to the work of Jessica Threlfall and other volunteers, DPAC will have an information table at the event.
- The March DPAC Meeting has been cancelled with the next meeting scheduled for Wednesday, April 17th. At that meeting, nominations will be accepted for the positions of DPAC President and Vice President for the 2024/2025 school year. Elections for the remaining Executive positions are held in the fall of each year.

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

None

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

Superintendent Jory provided an update on several key areas as follows:

- Dr. Jory commended Trustees on the Vancouver Island School Trustees Association Spring Conference hosted by the District, highlighting its positive impact on supporting student success.
- One major focus of the district is on addressing student attendance issues, with discussions emphasizing a unified response at the local level. Particularly noteworthy were breakout discussions with secondary school administrators, where thresholds for teacher contact, administrative letters, and the addition of auto-dialing were deliberated upon. The aim is to ensure effective communication with parents/caregivers and foster a positive and supportive environment, all in line with the District Strategic Plan's emphasis on student success through community building and enhanced support structures.

- Additionally, Superintendent Jory highlighted the district's ongoing response to adult absenteeism, following comments from the MATA president at the previous Board meeting. Principals and managers are now tasked with meeting staff to address emerging absence patterns, ensuring employees receive necessary support. Jory stressed the importance of vigilance and respectful conversations to mitigate the impact of absenteeism on the district's budget.

To illustrate the impact of absenteeism, Superintendent Jory shared three charts depicting employee absenteeism trends over the past decade. These trends have contributed to cost pressures exceeding 1.2 million dollars during this period. While there is support for the positive change in culture regarding illness reporting, there is still a need for ongoing monitoring to ensure resources are utilized wisely.

- Another significant development highlighted was the ongoing conversation between senior leadership staff and secondary school administrators regarding the alignment of timetables. The proposal aims to streamline scheduling and enhance access to partnerships such as WEX, trades, and dual-credit programs. By adopting static and aligned timetables, the district seeks to reduce confusion for students and staff and facilitate access to work opportunities outside of school.

Timetable Builder training for the Principal and Vice Principal teams has already commenced, with conversations with staff and Student Voice groups scheduled to follow. Superintendent Jory also commended the successful hosting of the Vancouver Island School Trustees Association (VISTA) Conference by the district. The event received positive feedback, with significant student participation contributing to discussions about supporting student success across the island.

- Regarding operational decisions, Superintendent Jory addressed the upcoming five-minute bell time shift at three schools. While acknowledging the need for clearer communication with trustees and affected families, Jory emphasized that the adjustments aim to address busing issues and ensure student safety. Specifically, the adjustments seek to provide relief to bus drivers who have faced challenges supervising students during gaps in bus schedules.

The decision also addressed concerns raised by the Transportation Department regarding the alignment of school start times with bus schedules. Superintendent Jory clarified that adjustments were made to correct discrepancies caused by unapproved changes to bell schedules at three schools. These adjustments were communicated to principals, who agreed to implement them with minimal impact on staff and families.

Ultimately, the adjustments result in a five-minute shift to bell times at two elementary schools and Ballenas Secondary, reducing lunchtime to 48 minutes. Superintendent Jory noted that students requiring early dismissal due to time constraints could be accommodated, further alleviating pressure on bus drivers and ensuring student supervision.

b. Educational Programs Update

Rudy Terpstra, Director of Instruction, reviewed the information contained in his report on the district-wide assessments carried out by most classes in all schools as per the Calendar of Assessments contained in the *Assessment and Communicating Student Learning Guide*. The District Assessment Committee and Curriculum Implementation Advisory Committee (CIAC) have received copies of the document and the Early Learning Team also presented a report on the Kindergarten Snapshot to attendees of the recent Vancouver Island School Trustees Association Spring Conference. Mr. Terpstra noted that a powerful piece of this reporting is that, at a glance, a teacher can determine what areas need a second look. Another powerful piece is that the data is available to the students' next year's teacher by the end of September and also inform school-wide initiatives.

Gillian Wilson, Associate Superintendent, reported on the following:

- The district is piloting Preventure, which is a drug and alcohol harm reduction program. Two staff are now fully trained in that program through the Island Health Grant received to support that. Next year the hope is to become part of the Virtual Foundry process of Preventure where they will provide training to our staff from the facilitators of the program to the counsellors, and coach and guide us through it. If we are selected as a district to be part of that, we would target out Grade 8's who would do a quick assessment to see if that is something that they are part of and then those groups are selected, based on their tendencies, to learn different strategies of harm reduction. Virtual Foundry made a presentation to secondary counselors and administrators so there was support from them around this initiative. If chosen, then it will mean a lot of work the first year as it is a learning curve for the district and that is where they guide and shepherd staff.
- Registration and enrolment continue, which is connected to staffing and how it is allocated in schools.
- The District is working on two initiatives: The Playful Pathways, which is part of the district's Ready, Set, Learn Program alongside involvement with Pete the Cat Welcome to Kindergarten event, and the Welcome to Kindergarten sessions that usually happens at elementary schools in May. Playful Pathways is an opportunity to have some kind of preschool activity at each one of the elementary schools that will likely take place in the library. A flyer will be shared after the spring break to all of the pre-registered Kindergarten students for next year who might show an expression of interest to be part of the pre-Kindergarten transition program that was piloted last year at Arrowview and Nanoose Bay Elementary Schools.
- School reviews have been taking place throughout February and March where Associate Superintendent Wilson and Tandy Gunn, Principal of Learning Support, meet with school teams to talk about individual cohort and individual student needs and how is the progress of the students who may have needs in other ways.
- Alongside the school reviews we are receiving information on how the district is supporting professional learning with teaching staff as well as support staff and what are some of the areas of growth that are still needed in schools, and how does that align to their school plans and what are you doing with Needs Response Teams (NRTs).
- Conversations have occurred both at the elementary and the secondary levels meetings held earlier in the day which focussed on how to support

attendance for students. It starts early and discussion centred on when to step in to make sure to influence some patterns before they become entrenched by the time the student is in secondary schools. There was good conversation at both levels with some thoughts and supports in how to contact families, how to make connections and support families if their child is truly anxious, how to get to root cause of that anxiousness and how best to support that so we do get engagement back in the schools.

- The District is also mindful that for some students two weeks away from school is a long time so supports are provided for some of the district's more vulnerable families. For some students, school is a safe place for a variety of reasons and spring break can be a stressful time for those kids as well. She acknowledged the work of Sheila Morrison and the community volunteers of the District Backpack Program who will be packing and delivering food to 80 families prior to the break.

11. ACTION ITEMS

a. Proposed Bell Time Shifts for September 2024

Superintendent Jory provided the background to the process introducing the proposed shift in bell times for September. There have been a number of conversations in schools with the initial concept launched in the fall and continued through to February, both in public and internal monthly meetings, with the impetus outlined on the district website with a survey which generated 2000 responses. Responses were mixed with there generally being more support for those schools that started earlier with those that started later with less support. The intention, in the manner of improved equity and outcomes, is to get to the issue of those schools that have the earliest start time.

The hope had been to do something more specific and broader; however, despite the purchase of the new routing software, the district is not ready to do something that can get at the problem in a specific way. However, there are some actions that could be done first aside from mastering the routing software. Those are to obtain an accurate count of actual riders, undertake a full review of the busing system, and determine what kind of rules, standards and expectations are involved. Dr. Jory suggested that a Transportation Committee, which would review any potential change requests, as well as an administrative procedure or handbook are ultimately what would come out of the Transportation Review.

In the interim, Superintendent Jory did not want to delay addressing the schools which have earlier start times. Looking at the start times, and recognizing that close to a 9:00 start time is reasonable, he proposed a 10 minute shift to the start and end times across all schools in the district.

Trustees then considered the information provided and, while being in general agreement with the concept of having the earlier schools start later, there was some hesitancy in making a decision prior to undertaking the Transportation Review. The review could provide more specific data on ridership and an opportunity to look at schools on an individual basis, which might result in there not being a requirement for a district-wide shift in bell times. Delaying would also provide more time to address some of the questions and concerns coming forward from staff and parents/caregivers.

Superintendent Jory noted that while he believed that 10 minutes is a current compromise to what might be a larger shift in the future, he also understood the

complexity of the issue. Should the Board not pass the recommended motion and considering the timeline required for a Transportation Review, the concept could be reintroduced to the Board in spring of 2025; however, it would be regrettable that relief could not be provided to the 2 earliest schools and 2 high schools at this time.

24-31R

Moved: Trustee Flynn *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) support a ten-minute shift to later bell times across the District, effective September 2024.

DEFEATED

Trustees Flynn and Kurland voted in favour of the motion

Trustees Austin and Kellogg voted against the motion

Trustee Young abstained

b. Addition to 2024-2025 Minor Capital Submission

Secretary Treasurer Amos noted that this request for an addition to the original 2024-2025 Minor Capital Submission was due to previously unforeseen structural engineering costs required for the weight of the new HVAC unit. The Ministry is receptive to the request and has asked for a resolution from the Board to support the additional \$282,000, so that when the new submissions are open on April 1st, the motion could be added to support the district's request. The letter the Board normally receives in March would then be revised in April once submitted and appropriately approved by the Ministry.

24-32R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve the addition of a 2024-2025 CNCP request for an HVAC project at Ballenas Secondary School in the amount of \$282,000.

CARRIED UNANIMOUSLY

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

The next meeting will be held on Monday, April 15th at 10:30 a.m. via Microsoft Teams.

14. POLICY COMMITTEE OF THE WHOLE REPORT

The next meeting will be held on Monday, April 15th at 1:00 p.m. via Microsoft Teams.

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

The next meeting will be held on Tuesday, April 16th at 2:30 p.m. via Microsoft Teams.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

- a. **Vancouver Island School Trustees Association (VISTA) Spring Conference Report**

Chair Flynn reported that 75 participants, which included trustees, superintendents and secretary treasurers from across the island, attended the VISTA Spring Conference held on March 8 and 9th in Parksville. Chief Michael Recalma of the Qualicum First Nation welcomed attendees after which students from Vancouver Island North shared their Indigenous learnings; sharing songs, dance and treasures. After the business meeting Qualicum School District showcased some of the district's initiatives. First was Student Voice with students from Kwalikum Secondary speaking about climate action and Ballenas Secondary students speaking to a variety of initiatives they are involved with and topics of importance to them. The students received a standing ovation.

This was followed by a presentation by the district's early learning team, who shared the district's strategies on Early Learning, and the evening ended with a presentation by Superintendent Jory on the district's strategic plan.

The following day's presentations were made by Jason Reid, Director of the BC Association of School Business Officials (BCASBO) as well as Bruce Anderson, CEO, and Leanne Bowes, Executive Director, of the BC Public School Employers Association (BCPSEA).

Trustee Young added that some beautiful masks that were showcased by Vancouver Island North, one of which the group was debuting for the first time, which was an honour to witness. She also expressed thanks to the Kwalikum and Ballenas students for their presentations, which were the highlight of the event.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff received comments and answered questions on the following topics:

- Lack of consultation with parents and more consideration of other factors that would be affected by the bell shifts beginning in April (which was an operational decision in order to correct school start and end times and coordinate those more closely with timing of bus routes) as well as the proposed bell shifts for September (the motion to which was defeated).

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:48 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

**SECTION 72 REPORT
MARCH 12, 2024
Via Video-Conferencing**

ATTENDEES:

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Land
- Legal
- Labour Relations/Personnel

No motions regarding the above topics were presented for approval by the Board.

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2024ECC0018-000374
March 18, 2024

Ministry of Education and Child Care

Province supports more school improvements

VICTORIA – Schools throughout B.C. will get a boost now that more funding is available for upgrades.

“I am proud of the work our government continues to do, making historic investments in upgrading schools throughout B.C.,” said Rachna Singh, Minister of Education and Child Care. “As we support school districts to undertake school renovations and add infrastructure, we are ensuring that our kids have clean, safe, modern places to learn and grow.”

As part of Budget 2024, the Province is providing \$291.9 million for school maintenance projects. This is an investment to help make schools more energy efficient, climate resilient and better able to support their school communities.

School food programs developed through the Province’s Feeding Futures funding will receive \$5 million annually to create, improve or expand infrastructure through projects, such as food-delivery vans and kitchen upgrades, including electrical upgrades and the purchase of commercial-kitchen equipment.

The Province is also providing school districts with as much as \$23.8 million to purchase school buses, of which \$9 million has been allocated for the purchase of electric school buses. Ninety-two electric school buses are operating in school districts throughout British Columbia, supporting the Province’s CleanBC targets for public-sector organizations to reduce greenhouse gas (GHG) emissions from vehicle fleets by 40% by 2030.

In order to help reduce emissions and improve energy efficiency at B.C. schools, the Ministry of Education and Child Care is providing as much as \$26.8 million in energy and electrical upgrades across 51 school districts through the Carbon Neutral Capital Program. Upgrading heating, ventilation and air conditioning (HVAC) systems under this program will allow schools to be more energy efficient, while making schools safer for students and staff during adverse weather conditions. Part of this funding has been set aside for new projects such as electric bus-charging stations.

To ensure systems upgrades can last for many years, an additional \$5.4 million has been added to the School Enhancement Program. As much as \$70 million will be available for repair and maintenance projects that extend the life of schools.

“Boards of education welcome the Province’s commitment to making schools more energy efficient and climate resilient,” said Carolyn Broady, president, BC School Trustees Association. “These upgrades will benefit students across British Columbia and contribute to our collective efforts in addressing climate change. Boards appreciate receiving funding through the annual facilities grant and for school maintenance, and will continue to support future investments in

our public schools.”

The Province is increasing the Annual Facility Grant by an additional \$3.1 million for routine repairs throughout the year. In order to keep schools safe and functioning, \$150.2 million is also available to districts to address maintenance needs, as well as other improvements, such as replacing playground equipment or enhancing traffic safety.

The Province’s continued investment in school maintenance projects helps ensure students are learning in safe, modern and well-maintained schools.

Since September 2017, the B.C. government has provided more than \$4 billion for new and improved schools, and land purchases for new schools throughout the province, resulting in 25,000 new student spaces and 35,000 seismically safer seats at B.C. schools.

Budget 2024 includes a record school capital investment of \$3.75 billion over the next three years, including new and expanded schools, seismic upgrades and replacements, and land purchases for new schools.

Learn More:

A backgrounder follows about provincial funding programs in support of B.C. public schools for 2024-25.

For a backgrounder about minor capital projects approved for 2024-25, visit: https://news.gov.bc.ca/files/Minor_Capital_Projects_2024-25.pdf

Contact:

Ministry of Education and Child Care
Media Relations
250 208-7705

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

BACKGROUND

For Immediate Release

Ministry of Education and Child Care

2024ECC0018-000374

March 18, 2024

Provincial funding programs in support of B.C. public schools for 2024-25

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

As part of Budget 2024, the Province is providing \$291.9 million for school maintenance projects, which includes funding, such as the \$5 million in funding toward the Feeding Futures Program capital projects, the \$23.8 million to purchase school buses, of which \$9 million has been allocated to purchase electric school buses, and \$26.8 million to support energy and electrical upgrades at 51 school districts through the Carbon Neutral Capital Program.

Through the annual facility grant, \$150.2 million is available for school districts to address maintenance needs in a versatile way based on their priorities. The annual facility grant is flexible maintenance funding that school districts can use for repairs or issues that arise throughout the year.

The following is a description of the minor capital programs offered by the ministry and the approved projects for the 2024-25 year:

School Enhancement Program (SEP)

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

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

Carbon Neutral Capital Program (CNCP)

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

Building Envelope Program (BEP)

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

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

Bus Acquisition Program (BUS)

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

Contact:

Ministry of Education and Child Care
Media Relations
250 208-7705

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

NEWS RELEASE

For Immediate Release
2024ECC0020-000427
April 2, 2024

Ministry of Education and Child Care

Families no longer charged fees for child care waitlists

VANCOUVER – Effective Monday, April 1, 2024, families looking for licensed child care can no longer be charged a fee to put their names on waitlists, removing a barrier to finding high-quality child care.

“Child care is expensive enough without fees adding up before families have secured child care,” said Mitzi Dean, Minister of State for Child Care. “Eliminating waitlist fees will mean that families no longer face having to spend hundreds or even thousands of dollars simply to find a child care space. We’re supporting families with the cost of child care, and now that starts when families are looking for a spot.”

Approximately 5% of providers, mostly in metropolitan areas, were charging families a fee to put their name on a waitlist. Because most families looking for child care reach out to a number of providers, this was a significant cost. Waitlist fees, most of which are non-refundable, ranged from \$25 to \$200 or more.

“As a parent, I can’t thank the government enough for adding rules to forbid charging for a waiting list,” said Gerónimo Ratcliffe. “Due to financial limitations and a limited number of openings, we were unable to afford enrolment fees of \$50 or higher across 20 or 30 different establishments. Not having this barrier will definitely help us find a place for our second baby and compete for the spots, no matter our financial status.”

Eliminating waitlist-related fees at government-funded child care centres makes access to child care more equitable for all families and is another way that government is reducing costs. Through B.C.’s child care affordability programs, government has brought the cost of child care for children 12 and younger down to \$18 from \$45, which is the current average daily cost before government reductions.

“As the mother of twins and a toddler, I have spent thousand of dollars on waitlist fees over the years, and I support this move by our provincial government to ban waitlist fees.” said Rory Richards. “It is one less financial barrier for young families. I look forward to when there are enough licensed child care spaces for families so we won’t need to worry about waitlists at all.”

In addition to the more than 15,000 spaces in \$10 a Day ChildCareBC program, more than 128,000 families are saving as much as \$900 per month per child through the fee-reduction program. When combined with the income-tested Affordable Child Care Benefit (ACCB), many families are paying \$10 a day or less for child care, including those not participating in the \$10 a Day program.

Quick Facts:

- The ACCB is an income-tested provincial program providing as much as \$1,250 per month, per child, to help eligible low- and middle-income families with their child care costs.
 - Families with an income under \$45,000 per year may receive the maximum ACCB and pay nothing out of pocket for child care.
 - Families with an income of as much as \$111,000 per year may be eligible to receive additional child care support through ACCB.
- An average of 35,000 children received support through the Province’s ACCB each month so far in 2023-24.

Learn More:

For more information about affordable child care options through ChildCareBC, visit:

www.gov.bc.ca/childcare

To learn more about the fee reductions, visit: www.gov.bc.ca/childcare/optin

To apply for the ACCB, visit: <http://www.gov.bc.ca/affordablechildcarebenefit>

Contact:

Ministry of Education and Child Care

Media Relations

Jeremy.Uppenborn@gov.bc.ca

778 974-5825

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

INFORMATION BULLETIN

For Immediate Release
2024ECC0023-000466
April 4, 2024

Ministry of Education and Child Care

Access improves for families connecting with child care services

VICTORIA – Following a competitive procurement process, Child Care Resource and Referral Centres (CCRRs) throughout British Columbia are expanding to better serve local families and build child care connections in communities.

CCRRs connect families with child care services, providing tailored referrals to child care providers and community support. Families benefit from access to high-quality resources and lending libraries, equipping them with essential tools for child development. Families also benefit from workshops and convenient drop-in programs.

CCRRs recently went through a competitive procurement process, consistent with government-wide best practices. The process closed on Jan. 4, 2024, and the new contracts took effect on April 1, 2024.

To better serve families throughout B.C., the ministry is providing an additional \$6.35 million to enhance CCRR services, growing from 42 locations to 68 primary and satellite locations throughout the province. Mobile and virtual services will also be available, increasing access to resources and support for child care needs. Service areas have also been updated to align with school district areas to better integrate child care into the broader learning environment.

Most families will continue to access service at the same CCRR locations. There are new service providers in Comox (Comox Valley Child Development Association), Kelowna (YMCA of Southern Interior BC), Hope (Chilliwack Community Services), Saanich-Gulf Islands (Beacon Community Services) and Terrace (Northwest Child Development Centre Society).

For child care providers, CCRRs offer ongoing training sessions and networking opportunities to enhance their skills and services. Providers receive support services and consultations to foster quality and inclusive care, such as workshops, training and networking events. They also have access to supportive program outreach, lending libraries and referrals to community resources.

Learn More:

For more information on CCRRs:
<https://gov.bc.ca/ChildCareResourceReferralCentres>

A map of school district regions can be found here:
https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/regional_school_districts_map.png

NEWS RELEASE

For Immediate Release
2024PREM0018-000526
April 10, 2024

Office of the Premier
Ministry of Attorney General
Ministry of Education and Child Care

B.C. acts to protect kids, school staff from disruptive protests

VICTORIA – New legislation will help keep kids safe and focused on their education by preventing disruptive behaviour, including aggressive protests, on school grounds.

“While everyone has a right to freedom of expression, disrupting or scaring kids while they’re learning in schools should be, and soon will be, illegal,” said Premier David Eby. “During the pandemic, when hospitals and health-care workers became the target of anti-vaccine protests, we took action so doctors and nurses could get to work and patients could access care. As schools increasingly become the target, we’re taking similar action to ensure classrooms are safe for kids.”

The proposed legislation will help protect students and staff by giving the Province the authority to prohibit behaviour that impedes access to school grounds, disrupts school programs and activities, or causes concern for physical or mental safety of students and staff.

“Protests are an important way for people to express their views and advocate for change, but not at the expense of the safety of our schools,” said Niki Sharma, Attorney General. “This legislation provides an important tool to help safeguard our schools and protect kids from intimidation and harassment so they can feel safe to learn.”

The new law will provide police the authority to arrest or issue tickets to anyone found impeding access, disrupting educational activities or attempting to intimidate an individual within 20 metres (66 feet) of school grounds.

“We want to ensure that kids can continue to access the education they need to succeed,” said Rachna Singh, Minister of Education and Child Care. “This must be a priority, and we will take any action that is needed to keep kids safe at school.”

This initiative is part of the Province’s commitment to keeping people safe. This includes actions to keep kids and young people safe from online threats and restrict cellphones in school.

“As advocates for safe learning environments, the BC School Trustees Association fully supports protecting students from learning disruptions,” said Carolyn Broady, president, BC School Trustees Association. “This is a significant step towards safeguarding the well-being of our students and staff, fostering an atmosphere where learning can thrive without disruption or intimidation. We extend our gratitude to Premier Eby who met with us on this issue last fall and are grateful for his commitment to addressing our concerns with meaningful action.”

Learn More:

- To learn more about what government is doing to keep kids safe, visit: <https://news.gov.bc.ca/releases/2024PREM0004-000088>
- For more information about B.C. legislation, visit: <https://strongerbc.gov.bc.ca/Legislation>

Contacts:

Jimmy Smith
Deputy Communications Director
Office of the Premier
Jimmy.Smith@gov.bc.ca

Ministry of Attorney General
Media Relations
250 896-5104

Ministry of Education and Child Care
Media Relations
250 208-7705

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

NEWS RELEASE

For Immediate Release

Ministry of Education and Child Care

2024ECC0032-000535

April 11, 2024

More support coming for B.C. students with diverse needs

VICTORIA – B.C. students with disabilities and diverse abilities will benefit from a second outreach team that provides professional learning support for students throughout the province.

“When children with disabilities and diverse abilities are well-supported, they may feel more included at school and experience big improvements in their self-esteem, mental health and well-being,” said Rachna Singh, Minister of Education and Child Care. “We know from school districts that this initiative is making a difference for families by making sure students in smaller communities have access to specialists to support their individual learning and development.”

Last year, the first Provincial School Outreach team was launched to directly support students with diverse needs through in-person and online services. The team of inclusive education specialists includes a school psychologist, occupational therapist, learning resource teacher, behaviour specialists and speech-language pathologists, and has already provided support to 30 schools in 18 districts, with a priority focus on working with smaller, more remote communities.

An additional \$4.2 million from Budget 2024 will support a second team, bringing more specialists to schools where access to these services is limited. Combined with last year’s funding, the Province is providing more than \$9 million over the next three years to expand the Provincial School Outreach program to help build the capacity of school districts and provide more supports for students with disabilities and diverse abilities.

These specialists connect students to a range of services, often travelling to different schools throughout the province based on where student needs are the highest. Alongside consulting on student support plans, these teams provide professional development opportunities for teachers and staff to help them better understand students’ needs and plan for ongoing services for students, such as where they can find more learning and support resources, such as counsellors, outside of the classroom and online.

“A second Provincial School Outreach team is going to greatly benefit children with disabilities and diverse abilities in under-served school districts,” said Grace Lore, Minister of Children and Family Development. “From helping to improve their communication and motor skills, to increasing their independence, to strengthening their social skills and academic performance, these supports will help make school a more inclusive and welcoming place.”

The second outreach team is expected to be operational for the start of the 2024-25 school year and is one of the ways the Province is working to improve learning outcomes for students with support needs. Through Budget 2024, the Ministry of Education and Child Care is investing

\$30 million to provide new literacy screening and learning supports for K-12 students.

Quotes:

Rena Sweeney, assistant superintendent for School District No. 85, Vancouver Island North –

“The Provincial School Outreach team has made a significant difference for learners in our district. As a rural district, we have faced barriers to accessing specialist support. This program is helping us to better meet student needs in a proactive and positive way. A huge component of success has been the followup and ongoing support from these teams, which has significantly increased our staff's capacity and confidence in addressing the complex needs of learners.”

Olga J.J., district vice-principal for School District No. 92, Nisga’a –

“Our experience during this initial year with the Provincial School Outreach has been incredible. Being able to talk with specialists has given our staff a better understanding of how to best work with our students who have complex care needs. We can already observe the difference that this team has made. Students are less frustrated and more able to voice or share their needs, and staff feel more relaxed and able to progress in their efforts.”

Quick Facts:

- North Vancouver School District hosts the Provincial School Outreach program, with additional bases being established in the Prince Rupert, Haida Gwaii and Gulf Island school districts.
- More than 50% of the Provincial School Outreach Team’s work has been done in-person in rural and remote districts.

Learn More:

For more about Provincial School Outreach teams, see: <https://bcschooloutreach.ca/>

For more about Budget 2024 supports, see: https://www.bcbudget.gov.bc.ca/2024/pdf/2024_News_Release.pdf

Contact:

Ministry of Education and Child Care
Media Relations
250 208-7705

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

STATEMENT

For Immediate Release
2024ECC0033-000561
April 15, 2024

Ministry of Education and Child Care

Minister's statement on Education Week

VICTORIA – Rachna Singh, Minister of Education and Child Care, has released the following statement in celebration of Education Week 2024:

“Today, we are joining with other provinces to mark the beginning of Education Week, which is from April 15-19 this year. This week is a special opportunity to celebrate and recognize the achievements of our students, and the exceptional work and dedication of support staff, teachers, school district staff, principals and vice-principals, superintendents and trustees in supporting high-quality education throughout B.C.

“Our government is working hard to support schools in ensuring all students receive the education they need to achieve academic excellence and to thrive in their communities, no matter what barriers they may be facing. We are committed to making quality, inclusive education available for every student in the province.

“To help schools provide support directly to students and their families, our government has added \$20 million to the Student and Family Affordability Fund. This fund helps pay for school supplies, fees and trips, and extra costs associated with sports and music programs.

“To ensure students get the nutrition they need to support their health and learning, we have made the largest investment in school food programs in the province’s history. The Feeding Futures Fund enables schools throughout B.C. to create or expand school food programs so that students have access to healthy meals and snacks at school.

“As part of the larger efforts to keep students healthy and safe, we are also working to ensure all school districts have policies in place by the start of the next school year to be able to restrict students’ cellphone use at school. Research shows that frequent cellphone interruption in the classroom disrupts learning, and social media platforms and online predators present significant risks to student’s mental health and physical safety. As well, we are making more digital literacy training available to students and their families, so they will have the knowledge they need to stay safe online and develop healthy relationships with technology.

“Our government also recently introduced new legislation to help protect students and staff from disruptive behaviour, including aggressive protests on school grounds. This new law will create 20-metre protected zones around schools and prohibit behaviour that impedes access to school grounds, disrupts school activities, or causes concern for the physical and mental safety of students and staff.

“British Columbia is a terrific place to live and more people are moving here to raise their families. Our schools had historic enrolment growth in 2023, which is why our government is providing a record \$3.75 billion for school capital projects over the next three years, including

new and expanded schools, seismic upgrades and replacements, and land purchases for new schools.

“We’re also providing \$30 million over the next three years to better support children with dyslexia and related learning differences in the K-12 school system. It will support evidence-based early literacy screening for kindergarten to Grade 3 students, equip teachers and support staff with professional development, and provide additional intervention and outreach programs.

“All students, no matter where they live, deserve to have qualified teachers, and we have invested \$12.5 million to boost the recruitment and retention of teachers in rural and northern districts, and to support the recruitment and retention of Indigenous teachers. We are also expanding dual-credit programs, so that more students can get a headstart on their post-secondary studies by taking courses that count toward both their high school graduation and a post-secondary credential.

“I would like to applaud the educators, school administrators, support staff and other partners for their dedication and commitment to upholding B.C.’s world-class education system. Their contributions and hard work are vital and what help our students flourish throughout their school years and into the future.

“Our government is committed to empowering educators and providing every student with the tools and opportunities they need to achieve their academic potential. By working together, we can build a better future for all students in British Columbia.”

Contact:

Ministry of Education and Child Care
Media Relations
250 208-7705

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

NEWS RELEASE

For Immediate Release
2024PREM0020-000563
April 16, 2024

Office of the Premier
Ministry of Education and Child Care

B.C. takes action to improve literacy for students

NORTH VANCOUVER – More support for early screening and interventions will help students with dyslexia and other learning disabilities be more successful.

“As a kid, your job at school is to jump in, explore and start learning. But the start of school can also bring some significant challenges for students who struggle to read or write,” said Premier David Eby. “By starting evidenced-based screening and interventions when kids are young, they can get extra help at a much earlier age, preventing them from needing more intensive supports when they get older.”

To identify and support students who may be experiencing learning difficulties, government will work with school districts to implement evidence-based early literacy screening for all students in kindergarten to Grade 3. This will ensure that teachers and staff can provide timely support to students who may benefit from additional help with literacy.

“Students need to develop strong literacy skills in their first few years at school,” said Rachna Singh, Minister of Education and Child Care. “We know providing supports early to students who need it can make a big difference in their success. Our government is committed to removing barriers and providing the supports students need so they can reach their full potential.”

A total of \$30 million over three years will expand the services of several provincial outreach programs and teams and support literacy-focused professional development and training for teachers and support staff.

“Reading difficulties can be prevented for over 95% of all children, including those with dyslexia, when schools screen students and provide effective early intervention starting in kindergarten,” said Alicia Smith, executive director, Dyslexia Canada. “Today’s announcement of universal screening represents a significant step forward in ensuring every child in British Columbia receives the support they need to thrive.”

The new professional development and training will help K-12 teachers and support staff build the knowledge, tools, and evidence-based strategies needed to support the diverse literacy needs of all students, including those beyond Grade 3. This includes workshops and resources for supporting students with learning disabilities. Provincial grants to school districts to access training for teachers and support staff will be available, as well as information for parents and caregivers on evidence-based approaches that help children develop literacy skills.

“Enhancing supports for literacy development will have a positive impact on multiple facets of our students’ growth and development,” said Colin Reid, president, BC Council of Administrators of Inclusive Support in Education (BC CAISE). “In addition to the academic

benefits, targeted supports like these will also have significant positive effects on students' mental health, and their social and emotional wellness. BC CAISE is excited to work with the ministry and our partners on this initiative to ensure districts are better equipped to identify and respond to individual student needs.”

The Ministry of Education and Child Care will consult with First Nations, Indigenous organizations, and English Language Learning experts on the development of culturally appropriate literacy screening and intervention resources to support Indigenous students and English-language learners as part of the new program.

“Early identification of and intervention for kids at risk for learning problems is so important,” said Linda Siegel, professor emeritus, faculty of education, University of British Columbia.

“Today’s announcement is a giant step forward for the children and families of British Columbia. Providing services for children struggling with learning problems is so important for educational success and mental health and well-being.”

Early literacy screening, intervention and outreach support for schools, including school district professional development will begin to roll out in the 2024-25 school year.

Contacts:

Bhinder Sajan
Deputy Communications Director
Office of the Premier
Bhinder.Sajan@gov.bc.ca

Ministry of Education and Child Care
Media Relations
250 208-7705

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



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: OBLT Early Years Coalition
Meeting Location: Via Teams
Meeting Date & Time: Summary of February and March Meetings

Groups in Attendance:

Oceanside Building Learning Together (OBLT), Qualicum School District, Parent Support Services, Pacific Care, Island Health, Arrowsmith Recreation (ACRA), Society of Organized Services (SOS). In December these groups and Vancouver Island Regional Library (VIRL), Métis Nation of B.C.

1. Early Years assessment re: Service Gaps

Presentation from the Ministry of Child and Family Development (MCFD)

- Early intervention is critical and yet they see very few children between 0-5 years.
- Need for low barrier and guilt free access to families with young children.

2. Pete the Cat event April 25 5-7 PM at Qualicum Commons.

- Invitations to all students registered in Kindergarten for next year. They are invited to bring parents.
- All community partners are signed up and will have resources and activities to share.
- Food will be a part of the event as in the past. A great event!!!!

3. Dad's Night out

- Thinking of offering the physical play opportunities but renaming the program to include father figures rather than just dads.

4. Child and Youth Wellness Action Group

(Part of the what was once the Oceanside Health and Wellness Network – Now a regional network including Gabriola, Nanaimo and Oceanside.)

- Setting up a Community Forum open to all with a youth focus.
- Also seeking funding for a “State of the Child Assessment.”

5. Next Meeting Date:

Thursday, April 11 at 11:00 a.m. at Qualicum Commons.

There will be a presentation of the Early Development Index for our area.



QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Yath ísum
Always growing
Grandissons ensemble

Briefing Note

Date: April 23, 2024
To: Board of Education
From: Ron Amos, Secretary Treasurer
RE: **2024-2025 Preliminary Annual Budget**

Background:

Pursuant to section 156 of the *School Act* (Accounting Practices), Boards of Education (the “Boards”) are required to prepare and submit budgets to the Minister on an annual basis. The annual budget of the Board of a school district must be in the form specified by the Minister and must be adopted by bylaw on or before June 30, 2024.

In preparing for this budget, the Board undertook a Budget planning process that began in January with enrolment projections and staffing plans, and followed over the next three months with a series of meetings with Senior leadership, Partner groups and the public. Included in the public consultation was a public survey (open for 2 months) that allowed individuals to respond to a series of questions regarding operations, transportation, learning resources and programs offered in the Schools.

Discussion

The 2024/25 Preliminary Annual Budget, which is substantially complete, has been created by taking the 2023/24 Amended Annual Budget that was presented and approved by the Board in January and adjusting it for the coming year. This process includes updating the estimated student enrolments, the revenues that those enrolments generate, making assumptions and estimates on the total revenues and expenses applicable to the coming fiscal year, and updating salary and benefit costs to account for general wage increases.

The most notable changes for 2024/25 include:

- The Ministry of Education and Child Care Operating Grant has been updated per projected student enrolment.
- Any one-time Grants have been removed, along with their associated expenditures.
- Rental, Lease, and Miscellaneous income levels have been adjusted to 2024-25 estimates.
- International Student Program has been adjusted per anticipated enrolment for 2024-25
- General Wage Increases have been incorporated for a confirmed 2% in 24/25 (a 1% Cost of Living Adjustment that was confirmed but not yet funded will be adjusted in the Amended budget).
- Average Teacher Salaries have also been increased per estimated incremental costs in 24/25
- Adjustments to account for estimated benefit and replacement cost have been incorporated.
- All staffing has been adjusted to add the staffing necessary to support the anticipated number of students in 2024/25.
- Contractual obligations, inflationary cost pressures, and other miscellaneous expenses and revenues have been adjusted where necessary.

As a reminder to the Board, the district is required to estimate enrolment in advance of the school year in order to allow the Ministry of Education and Child Care to use those estimates to calculate our preliminary Operating Grant. The total estimated change in student enrolment, as compared to the enrolment recorded on September 2023 which our current 2023-24 Amended Annual Budgeted is resourced on, is 5.38 funded student FTE. Our 2024/25 Preliminary Operating Grant has therefore been increased by the 5.38 FTE, as well as by the per student funding amounts, and supplemental funding categories.

Qualicum SD - 2024/25 Projected Annual Operating Grant vs. 2023/24 Amended Annual Budget:

	2023/24	2024/25	2023/24	2024/25	2023/24	2024/25	
	Actual	Projected	Actual	Revised	Budgeted	Projected	
	Enrolment	Enrolment	per pupil	per pupil	Funding	Funding	Change
Student Base Allocation:							
Standard (Regular) Schools	4,219,875	4,225,000	8,625	8,915	36,396,422	37,665,875	1,269,453
Continuing Education	-	-	8,625	8,915	-	-	-
Alternate Schools	49,000	50,000	8,625	8,915	422,625	445,750	23,125
Online Learning	77,750	77,000	6,960	7,200	541,140	554,400	13,260
Home Schooling			250	250	6,500	6,250	(250)
Course Challenges			270	279	270	-	(270)
Total Enrolment Based Funding	4,346,625	4,352,000			37,366,957	38,672,275	1,305,318
		5.38					
Supplemental Funding							
Level 1 Special Needs	2,000	2,000	49,070	50,730	98,140	101,460	3,320
Level 2 Special Needs	203,000	197,000	23,280	24,070	4,725,840	4,741,790	15,950
Level 3 Special Needs	109,000	125,000	11,760	12,160	1,281,840	1,520,000	238,160
English Language Learning	65,000	65,000	1,735	1,795	112,775	116,675	3,900
Indigenous Education	544,000	544,000	1,710	1,770	930,240	962,880	32,640
Adult Education	0.188	-	5,505	5,690	1,032	-	-
Equity of Opportunity Supplement					199,468	212,839	13,371
Salary Differential					784,102	780,202	(3,900)
Unique Geographic Factors					4,973,152	5,532,568	559,416
Total Supplemental Funding					13,106,589	13,968,414	862,857
Curriculum & Learning Support Fund					38,655	39,000	345
Indigenous Education Councils						69,408	69,408
September Operating Grant					50,512,201	52,749,097	2,237,928
February Enrolment Count	40,000	35,000	6,960	7,200	278,400	252,000	(26,400)
May Enrolment Count	30,000	30,000	6,960	7,200	208,800	216,000	7,200
Full Year Operating Grant Total					50,999,401	53,217,097	2,218,728
Special Grant for Labour Settlement funds					880,998	0	(880,998)
					51,880,399	53,217,097	1,337,730

Although the Full Year Operating Grant increased by \$2.2 million it's important to note that in 2023/24 the Ministry provided funding for the General Wage Increase (5.5% + 1.25% Cost of Living Adjustment) via a special Grant, it was not included in the Operating Grant. For 2024/25 the previous cost of the general wage increase has been "rolled into the block" above, via the increase in the per pupil funding rates. The financial impact (see table) shows that there is an overall increase to operating revenue of \$1.34 million.

Included with this report, is the summary of changes required and requested to provide that Board with a balanced Budget for submission to the Ministry.

Overall, on a very preliminary basis the district is in a favorable Budget position for the coming 2024/25 school year. Although funding covered the districts basic operational and obligatory inflationary costs, it did not provide additional resources to address departmental cost pressures which means allocations have only slightly been adjusted for the coming year, and budget managers will need to realign their resources and be fiscally prudent. Finally, although the budget is balanced and the district is not faced with making substantial reductions to controls costs, there is only minimal opportunity to reinvest or to reduce the capital burden for some unsupported facilities.

Recommendation:
For information

24/25 Budget considerations

	Total	Notes	
23/24 Operating Grant (Recalculated)	50,967,384		
23/24 Labour Settlement grant	880,998		
Total 23/24 Operating grants	<u>51,848,382</u>		
Estimated 24/25 Operating grant	<u>53,217,746</u>	includes 2% for Teachers/Support staff/Non educator exempt	
Increase in Operating grant	<u><u>1,369,364</u></u>	before escalations and requests	
Estimated wage costs for 2% plus stat benefits	950,000	remaining 1% distributed as Special grant	
Estimated additional benefits	470,000	* escalating costs for WCB/EHB/Dental	
Estimated replacement cost increase	100,000	* escalating costs for Subs/TTOC	
Insurance increases	35,000		
Recruitment/Legal fees	50,000		
Increase in committed costs	<u>1,605,000</u>		
Funding surplus (shortfall)	(235,636)		
<u>Additional requests</u>	<u>FTE</u>		
NRT/Teacher staffing	2.50	<u>262,500</u>	requested to supprt NRT work and classroom pressures
Shortfall after all escalations and requests		<u><u>(498,136)</u></u> **	
<u>Response/Reductions</u>	<u>FTE</u>		
Summer works crew (O&M)	2.00	150,000 (-)	
Learning services (EA/CYCW Hours)	1.60	107,000 (-)	(56.00) hrs per week
School administrative asst	0.37	35,000 (-)	(13.00) hrs per week
District Supply account		100,000 (-)	used for classroom/LR equipment
International program		50,000 (-)	supplies/services
Revenue - miscellaneous		60,000 (+)	rentals
Total of reductions (or additions)		<u><u>502,000</u></u>	
		<u><u>3,864</u></u>	

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

4/17/2024

	2023/24	2024/25	
	Amended Budget	Annual Budget	Diff to Amended
REVENUE			
PROVINCIAL GRANTS			
Operating Grant	50,999,401	53,217,746	2,218,345
Other MOE Grants-Transportation fund	426,341	426,341	0
Other MOE Grants-Pay Equity	936,176	936,176	0
Other MOE Grants-Misc	880,998	70,000	-810,998 Labour Settl funds
TOTAL MINISTRY OF ED GRANTS	53,242,916	54,650,263	1,407,347
OTHER REVENUES			
Other Provincial Revenues	150,000	150,000	0
Offshore Tuition	3,900,000	3,900,000	0
Miscellaneous	225,000	285,000	60,000 bus pass/childcare fees
Rental and Leases	700,000	750,000	50,000 add'l room rentals
Investment Income	600,000	600,000	0
TOTAL OTHER REVENUE	5,575,000	5,685,000	110,000
TOTAL REVENUES	58,817,916	60,335,263	1,517,347
EXPENDITURES			
SALARIES AND BENEFITS			
Teachers	21,820,531	22,440,874	620,343 wage and budget adjmts
Principals and Vice Principals	3,736,662	3,847,948	111,286 wage and budget adjmts
Educational Assistants	3,966,849	3,979,229	12,380 wage and budget adjmts
Support Staff	6,151,122	6,161,898	10,776 wage and budget adjmts
Other Professionals	2,045,763	2,075,812	30,049 wage and budget adjmts
Substitutes	2,296,853	2,408,129	111,276 wage and budget adjmts
Benefits	10,665,333	11,327,755	662,422 wage and budget adjmts
TOTAL SALARIES AND BENEFITS	50,683,113	52,241,645	1,558,532
Benefits as a % of Total Salaries	26.7%	27.7%	
SUPPLIES AND SERVICES			
Services	3,261,968	3,311,968	50,000 budget adjmts
Training and Travel	391,500	391,500	0
Rental and Leases	50,000	50,000	0
Dues and Fees	68,000	68,000	0
Insurance	195,000	230,000	35,000 budget adjmts
Supplies	2,637,335	2,511,150	-126,185 budget adjmts (incl. purch of Cap)
Utilities	1,181,000	1,181,000	0
Local Capital	350,000	350,000	0
TOTAL SUPPLIES AND SERVICES	8,134,803	8,093,618	-41,185
TOTAL EXPENDITURES	58,817,916	60,335,263	1,517,347
NET REVENUE (EXPENDITURE)	0	0	0
Budgeted Use of Surplus (Transfer to Local)			
Surplus (Deficit), for the Year	0	0	0

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

4/17/2024

	2023/24	2024/25	
	Amended Budget	Annual Budget	Diff to Amended
INSTRUCTION			
Regular Instruction	26,006,060	26,641,027	634,967 wage and budget adjmts
Career Programs	491,502	497,014	5,512 wage adjmts
Library Services	1,182,217	1,215,734	33,517 wage adjmts
Counselling	1,327,828	1,364,807	36,979 wage adjmts
Inclusive Education	8,104,854	8,132,928	28,074 wage and budget adjmts
Early Learning and Childcare	143,217	147,884	4,667 wage adjmts
English Language Learning	179,575	184,675	5,100 wage adjmts
Indigenous Education	930,457	965,104	34,647 wage and budget adjmts
School Administration	4,247,446	4,504,628	257,182 wage and budget adjmts
Continuing Education		0	0
International Students	3,118,044	3,090,261	-27,783 wage and budget adjmts
Other	55,499	56,968	1,469 wage adjmts
Function 1 - Instruction	45,786,699	46,801,030	1,014,331
DISTRICT ADMINISTRATION			
Educational Administration	933,528	939,253	5,725 wage adjmts
School District Governance	252,573	253,631	1,058 wage adjmts
Business Administration	1,718,599	1,804,497	85,898 wage and budget adjmts
Function 4 - District Administration	2,904,700	2,997,381	92,681
OPERATIONS AND MAINTENANCE			
Operations and Maintenance Admin	726,534	797,761	71,227 wage and budget adjmts
Maintenance Operations	5,261,961	5,533,298	271,337 wage and budget adjmts (incl. purch of cap)
Maintenance of Grounds	377,874	386,209	8,335 wage adjmts
Utilities	1,236,000	1,236,000	0
Capital Equipment	350,000	350,000	0 included in Instruction
Function 5 - Operations and Maint	7,952,369	8,303,268	350,899
TRANSPORTATION AND HOUSING			
Transportation and Housing Admin	178,893	183,208	4,315 wage adjmts
Student Transportation	1,955,255	2,010,376	55,121 wage adjmts
Housing/Boarding	40,000	40,000	0
Function 7 - Transportation and Housing	2,174,148	2,233,584	59,436
TOTAL FUNCTION 1-7	58,817,916	60,335,263	1,517,347

Special Purpose Fund (SPF) Budget			
Annual Facility Grant	199,383	199,383	0
Classroom Enhancement Fund	4,648,898	4,629,319	-19,579 remedy funds in Fall
Learning Improvement Fund	189,129	188,434	-695
Community Link	430,461	438,392	7,931
Provincial Safe Return	0	0	0
Federal Safe Return	0	0	0
Family Affordability Fund	89,319	138,000	48,681 carry fwd
Strong Start	96,000	96,000	0
Ready, Set, Learn	19,600	19,600	0
French Funds	153,548	99,648	-53,900
Seamless DC	55,400	55,400	0
Mental Health	55,000	55,000	0
FN Transportation	135,325	123,060	-12,265
ECL Scan	263,431	175,000	-88,431
CR4YC/SEY2KT	25,000	25,000	0
Feeding Futures Funds	519,738	517,809	-1,929
Dual Credit Programs		65,000	65,000 new funds
Special Purpose Funds-Total	6,880,232	6,825,045	-55,187

Annual Budget

School District No. 69 (Qualicum)

June 30, 2025

School District No. 69 (Qualicum)

June 30, 2025

Table of Contents

Bylaw 1

Annual Budget - Revenue and Expense - Statement 2 2

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

Annual Budget - Operating Revenue and Expense - Schedule 2 5

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

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

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

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

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

Annual Budget - Capital Revenue and Expense - Schedule 4 14

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$72,497,275 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 23rd DAY OF APRIL, 2024;

READ A SECOND TIME THE 23rd DAY OF APRIL, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF APRIL, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Annual Budget Bylaw 2024/2025, adopted by the Board the 23rd DAY OF APRIL, 2024.

Secretary Treasurer

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,417,000	4,416.625
Adult		0.188
Total Ministry Operating Grant Funded FTE's	4,417,000	4,416.813
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	62,641,128	60,606,613
Other	2,781,359	2,755,016
Tuition	3,900,000	3,900,000
Other Revenue	1,485,000	1,675,000
Rentals and Leases	750,000	700,000
Investment Income	600,000	600,000
Total Revenue	72,157,487	70,236,629
Expenses		
Instruction	55,004,452	53,915,688
District Administration	2,997,381	2,904,700
Operations and Maintenance	11,205,865	10,512,485
Transportation and Housing	2,789,577	2,741,794
Total Expense	71,997,275	70,074,667
Budgeted Surplus (Deficit), for the year	160,212	161,962
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	160,212	161,962
Budgeted Surplus (Deficit), for the year	160,212	161,962

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	59,835,263	58,317,916
Operating - Tangible Capital Assets Purchased	500,000	500,000
Special Purpose Funds - Total Expense	8,175,865	8,113,697
Capital Fund - Total Expense	3,986,147	3,643,054
Total Budget Bylaw Amount	72,497,275	70,574,667

Approved by the Board

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

DRAFT

School District No. 69 (Qualicum)

Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>160,212</u>	<u>161,962</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(500,000)</u>	<u>(500,000)</u>
Total Acquisition of Tangible Capital Assets	<u>(500,000)</u>	<u>(500,000)</u>
Amortization of Tangible Capital Assets	<u>2,971,147</u>	<u>2,943,054</u>
Total Effect of change in Tangible Capital Assets	<u>2,471,147</u>	<u>2,443,054</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>2,631,359</u></u>	<u><u>2,605,016</u></u>

School District No. 69 (Qualicum)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	54,650,263	53,242,916
Other	150,000	150,000
Tuition	3,900,000	3,900,000
Other Revenue	285,000	225,000
Rentals and Leases	750,000	700,000
Investment Income	600,000	600,000
Total Revenue	60,335,263	58,817,916
Expenses		
Instruction	47,151,030	46,136,699
District Administration	2,997,381	2,904,700
Operations and Maintenance	7,453,268	7,102,369
Transportation and Housing	2,233,584	2,174,148
Total Expense	59,835,263	58,317,916
Net Revenue (Expense)	500,000	500,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(500,000)	(500,000)
Total Net Transfers	(500,000)	(500,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	53,217,746	50,999,401
Other Ministry of Education and Child Care Grants		
Pay Equity	936,176	936,176
Student Transportation Fund	426,341	426,341
Support Staff Benefits Grant	70,000	
FSA Scorer Grant		4,094
Labour Settlement Funding		851,904
Miscellaneous		25,000
Total Provincial Grants - Ministry of Education and Child Care	54,650,263	53,242,916
Provincial Grants - Other	150,000	150,000
Tuition		
International and Out of Province Students	3,900,000	3,900,000
Total Tuition	3,900,000	3,900,000
Other Revenues		
Miscellaneous		
Transportation revenue	50,000	50,000
Miscellaneous	110,000	110,000
Childcare fees	125,000	65,000
Total Other Revenue	285,000	225,000
Rentals and Leases	750,000	700,000
Investment Income	600,000	600,000
Total Operating Revenue	60,335,263	58,817,916

School District No. 69 (Qualicum)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	22,440,874	21,820,531
Principals and Vice Principals	3,847,948	3,736,662
Educational Assistants	3,979,229	3,966,849
Support Staff	6,161,898	6,151,122
Other Professionals	2,075,812	2,045,763
Substitutes	2,408,129	2,296,853
Total Salaries	40,913,890	40,017,780
Employee Benefits	11,327,755	10,665,333
Total Salaries and Benefits	52,241,645	50,683,113
Services and Supplies		
Services	3,311,968	3,261,968
Professional Development and Travel	391,500	391,500
Rentals and Leases	50,000	50,000
Dues and Fees	68,000	68,000
Insurance	230,000	195,000
Supplies	2,361,150	2,487,335
Utilities	1,181,000	1,181,000
Total Services and Supplies	7,593,618	7,634,803
Total Operating Expense	59,835,263	58,317,916

School District No. 69 (Qualicum)
 Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	18,079,866	727,331		8,687		1,453,471	20,269,355
1.03 Career Programs	110,508			47,847			158,355
1.07 Library Services	604,047	40,285		287,413			931,745
1.08 Counselling	1,076,255						1,076,255
1.10 Inclusive Education	2,131,024	161,285	3,458,753	32,971	93,537	237,123	6,114,693
1.20 Early Learning and Child Care			114,245				114,245
1.30 English Language Learning	145,402						145,402
1.31 Indigenous Education	37,500	148,983	406,231	25,000		90,000	707,714
1.41 School Administration		2,285,491		1,173,252		49,815	3,508,558
1.62 International and Out of Province Students	256,272	314,368		84,991	221,218		876,849
1.64 Other					45,314		45,314
Total Function 1	22,440,874	3,677,743	3,979,229	1,660,161	360,069	1,830,409	33,948,485
4 District Administration							
4.11 Educational Administration		170,205		64,139	471,781		706,125
4.40 School District Governance					130,595		130,595
4.41 Business Administration				388,301	731,800	3,000	1,123,101
Total Function 4	-	170,205	-	452,440	1,334,176	3,000	1,959,821
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				64,139	306,432	500	371,071
5.50 Maintenance Operations				2,664,536		455,890	3,120,426
5.52 Maintenance of Grounds				220,477			220,477
5.56 Utilities							-
Total Function 5	-	-	-	2,949,152	306,432	456,390	3,711,974
7 Transportation and Housing							
7.41 Transportation and Housing Administration				57,971	75,135	500	133,606
7.70 Student Transportation				1,042,174		117,830	1,160,004
7.73 Housing							-
Total Function 7	-	-	-	1,100,145	75,135	118,330	1,293,610
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,440,874	3,847,948	3,979,229	6,161,898	2,075,812	2,408,129	40,913,890

School District No. 69 (Qualicum)
 Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	20,269,355	5,499,272	25,768,627	1,222,400	26,991,027	26,356,060
1.03 Career Programs	158,355	41,159	199,514	297,500	497,014	491,502
1.07 Library Services	931,745	255,289	1,187,034	28,700	1,215,734	1,182,217
1.08 Counselling	1,076,255	288,552	1,364,807		1,364,807	1,327,828
1.10 Inclusive Education	6,114,693	1,947,235	8,061,928	71,000	8,132,928	8,104,854
1.20 Early Learning and Child Care	114,245	33,639	147,884		147,884	143,217
1.30 English Language Learning	145,402	39,273	184,675		184,675	179,575
1.31 Indigenous Education	707,714	161,722	869,436	95,668	965,104	930,457
1.41 School Administration	3,508,558	898,270	4,406,828	97,800	4,504,628	4,247,446
1.62 International and Out of Province Students	876,849	229,612	1,106,461	1,983,800	3,090,261	3,118,044
1.64 Other	45,314	11,654	56,968		56,968	55,499
Total Function 1	33,948,485	9,405,677	43,354,162	3,796,868	47,151,030	46,136,699
4 District Administration						
4.11 Educational Administration	706,125	146,128	852,253	87,000	939,253	933,528
4.40 School District Governance	130,595	17,696	148,291	105,340	253,631	252,573
4.41 Business Administration	1,123,101	271,396	1,394,497	410,000	1,804,497	1,718,599
Total Function 4	1,959,821	435,220	2,395,041	602,340	2,997,381	2,904,700
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	371,071	83,390	454,461	343,300	797,761	726,534
5.50 Maintenance Operations	3,120,426	917,262	4,037,688	995,610	5,033,298	4,761,961
5.52 Maintenance of Grounds	220,477	62,232	282,709		386,209	377,874
5.56 Utilities	-	-	-	1,236,000	1,236,000	1,236,000
Total Function 5	3,711,974	1,062,884	4,774,858	2,678,410	7,453,268	7,102,369
7 Transportation and Housing						
7.41 Transportation and Housing Administration	133,606	32,102	165,708	17,500	183,208	178,893
7.70 Student Transportation	1,160,004	391,872	1,551,876	458,500	2,010,376	1,955,255
7.73 Housing	-	-	-	40,000	40,000	40,000
Total Function 7	1,293,610	423,974	1,717,584	516,000	2,233,584	2,174,148
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	40,913,890	11,327,755	52,241,645	7,593,618	59,835,263	58,317,916

School District No. 69 (Qualicum)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	<u>2025</u>	<u>2024 Amended</u>
	<u>Annual Budget</u>	<u>Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	6,975,865	6,663,697
Other Revenue	1,200,000	1,450,000
Total Revenue	<u>8,175,865</u>	<u>8,113,697</u>
Expenses		
Instruction	7,853,422	7,778,989
Operations and Maintenance	199,383	199,383
Transportation and Housing	123,060	135,325
Total Expense	<u>8,175,865</u>	<u>8,113,697</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	679,104	-	-	-	-	-	-
Add:									
Restricted Grants	199,383	188,434	1,250,000	96,000	19,600	99,648	438,392	446,560	4,182,759
Provincial Grants - Ministry of Education and Child Care									
Other	199,383	188,434	1,250,000	96,000	19,600	99,648	438,392	446,560	4,182,759
Less: Allocated to Revenue									
Deferred Revenue, end of year	-	-	729,104	-	-	-	-	-	-
Revenues	199,383	188,434	1,200,000	96,000	19,600	99,648	438,392	446,560	4,182,759
Provincial Grants - Ministry of Education and Child Care									
Other Revenue	199,383	188,434	1,200,000	96,000	19,600	99,648	438,392	446,560	4,182,759
Expenses									
Salaries									
Teachers							43,658		3,333,149
Principals and Vice Principals					41,643				
Educational Assistants		144,658					272,892	225,654	
Support Staff								128,458	
Other Professionals	155,162	144,658					45,314		
Employee Benefits						41,643		354,112	3,333,149
Services and Supplies	44,221	43,776	1,200,000	96,000	19,600	10,563	76,528	92,448	849,610
	199,383	188,434	1,200,000	96,000	19,600	99,648	438,392	446,560	4,182,759
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
Deferred Revenue, beginning of year	\$ 123,060	\$ 55,000	\$ 6,000	\$ 55,400	\$ 40,000	\$ 138,000	\$ 19,000	\$ 139,115	\$ 77,420
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	123,060	55,000	6,000	55,400	40,000	138,000	19,000	175,000	517,809
Other	123,060	55,000	6,000	55,400	40,000	138,000	19,000	175,000	517,809
Less: Allocated to Revenue									
Deferred Revenue, end of year	-	-	-	-	-	-	-	65,715	595,229
Revenues	123,060	55,000	6,000	55,400	40,000	138,000	19,000	248,400	595,229
Provincial Grants - Ministry of Education and Child Care	123,060	55,000	6,000	55,400	40,000	138,000	19,000	248,400	595,229
Expenses									
Salaries									
Teachers		44,203							
Principals and Vice Principals								76,500	54,600
Educational Assistants	98,816			45,200				123,400	123,000
Support Staff									
Other Professionals	98,816	44,203		45,200				199,900	177,600
Employee Benefits	24,244	10,797		10,200				48,500	41,500
Services and Supplies	123,060	55,000	6,000	55,400	40,000	138,000	19,000	248,400	376,129
Net Revenue (Expense)	-	-	-	-	-	-	-	-	595,229

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Health Career Dual Credit Expansion	TOTAL
	\$	\$
Deferred Revenue, beginning of year		1,033,639
Add:		
Restricted Grants	25,000	6,687,045
Provincial Grants - Ministry of Education and Child Care		1,250,000
Other	25,000	7,937,045
Less: Allocated to Revenue	25,000	8,175,865
Deferred Revenue, end of year	-	794,819
Revenues		
Provincial Grants - Ministry of Education and Child Care	25,000	6,975,865
Other Revenue	25,000	1,200,000
		8,175,865
Expenses		
Salaries		
Teachers		3,421,010
Principals and Vice Principals		172,743
Educational Assistants		889,604
Support Staff		427,636
Other Professionals		45,314
	-	4,956,307
Employee Benefits	1,252,387	
Services and Supplies	25,000	1,967,171
	25,000	8,175,865
Net Revenue (Expense)	-	-

School District No. 69 (Qualicum)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,015,000		1,015,000	700,000
Other	2,631,359		2,631,359	2,605,016
Total Revenue	3,646,359	-	3,646,359	3,305,016
Expenses				
Operations and Maintenance	1,015,000		1,015,000	700,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,538,214		2,538,214	2,510,733
Transportation and Housing	432,933		432,933	432,321
Total Expense	3,986,147	-	3,986,147	3,643,054
Net Revenue (Expense)	(339,788)	-	(339,788)	(338,038)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	500,000		500,000	500,000
Total Net Transfers	500,000	-	500,000	500,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	160,212	-	160,212	161,962



Yath ċisum
Always growing
Grandissons ensemble

**Qualicum School District
Finance & Operations Committee of the Whole Report
Monday, April 15, 2024
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Elaine Young

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 financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. PRESENTATIONS (10 MINUTES)

3. PROJECT UPDATES

a. Oceanside Community Track RFP

Director of Operations Munro provided an update of the project timelines and activities to upgrade the community track at Ballenas Secondary School. The contract for earthworks has been awarded with an expected start date of early May. Mr. Munro shared that the successful contractor was Leighton Contracting, which had the lowest price as well as the shortest duration, allowing the next phases to proceed quickly thereafter. The reviewed project schedule allows for 4 months of preparing the site, with grading and drainage followed by asphalt paving in early fall. Depending on the weather, the rubberized track could be applied in the fall or early spring 2025.

b. False Bay School

Director of Operations Munro shared that planning and preparation continues to provide the project definition (PDR) for False Bay School. Recent conversations with Ministry staff encouraged expanding the scope in order to support the community's interests as well as the District's and recent discussions with consultants are showing that the report is favouring on the side of replacement after both options are considered. Once the PDR goes into the Ministry it is hoped that they will see the benefits in replacing rather than approving a seismic retrofit.

c. Other Projects

Director of Operations Munro shared some of the planning work going into other projects that have now been confirmed for 2024/25. He shared the plans for the renovation of the Ballenas Secondary School gym changeroom, noting that conversations had included staff and students input for consideration. The old Kwalikum Secondary School basketball court would also likely be addressed in the coming months as Operations & Maintenance Department reviews costs and methods to dismantle it.

4. ITEMS FOR DISCUSSION

a. Facility Utilization

Secretary Treasurer Amos reviewed the previously shared additional information on the operating and capital costs associated with operating the two rental sites of Craig Street Commons and Qualicum Commons. As had been shared at previous Finance & Operations meetings, there are some large capital costs that need addressing in the future as well as unanticipated items that arise, such as roof patching, tree removal and playground costs, which continue to put pressure on the Operations & Maintenance schedules and budgets.

b. Feeding Futures Fund

Sheila Morrison, Principal of Early Learning, provided a presentation of the work pertaining to the new [Feeding Futures Fund](#), highlighting the priorities of the funds in supporting vulnerable students and supporting the needs of the school population in general. She shared the work being done at each school based on the individual needs at that site. Schools with food programs that have support already in place are receiving additional funds for supplies, while others are requiring staffing and supply funds to provide a more fulsome program.

c. Transportation Reviews – City of Parksville

Trustee Young shared her recent observations on the City of Parksville's Transportation study, highlighting that, once again, the corner of Despard/Moilliet continues to have the attention of the City. The City opened the study for input in late Fall and are beginning the third and final phase of their [Transportation Master Plan](#), which will focus on developing a series of practical recommendations for improvements over the coming years.

5. INFORMATION ITEM(S)

a. 2024-2025 Budget Process Update

Secretary Treasurer Amos shared that the budget process is reaching its conclusion with a Special Budget Board Meeting scheduled for April 16th at which time the final recommendations to balance the budget will be presented along with background and supporting information. If supported by the Board, the recommendations would form the basis for the 2024-2025 Annual Budget to be presented at the April Regular Board meeting.

b. Quarter 3 Financial Summary

Secretary Treasurer Amos provided an overview of the latest quarterly results highlighting that most costs are within reasonable ranges for this time of year; however, benefits and replacement costs are currently running slightly over budget.

d. Annual Five-Year Capital Plan Submission

Information regarding the recent 2024-25 Capital Program announcement was shared and will be passed on to the Regular Board meeting as a motion to adopt the Capital Plan Bylaw. It was also shared that, after previous discussions with Ministry staff, an additional project request would be supported. It was confirmed that this request has now been received and is being reviewed by Ministry staff, with an anticipated approval to be received in early May.

e. Lead in Water Report

Director of Operations Munro provided the latest results of the water testing done in March as required by the Ministry. Most of the tests came back within acceptable levels; however, some are requiring a mitigating strategy be identified. For those, and as determined by a drop down mitigation strategy, signage will be posted at the sites to run the water for one minute to clear the lines of contaminants. It was shared that the testing focusses on the source being for drinking purposed and not necessarily for washing or watering. [The Water Lead Testing Report](#) has been posted on the Qualicum School District website.

f. ITEMS FOR RECOMMENDATION TO THE BOARD

a. Capital Plan Bylaw No. 2024/25-CPSD69-01

g. FUTURE TOPICS

a. Long Range Facility Plan

h. NEXT MEETING DATE:

Tuesday, May 21, 2024 at 10:30 via video conferencing (*shift in day due to Victoria Day*)

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

4/9/2024

	2022/23				2023/24		
	Amended Budget	YTD Mar-23	% of Budget	Actual	Amended Budget	YTD Mar-24	% of Budget
REVENUE							
PROVINCIAL GRANTS							
Operating Grant	47,983,205	34,582,664	72.1%	48,169,524	50,999,401	36,953,136	72.5%
Other MOE Grants-Transportation fund	426,341		0.0%	426,341	426,341		0.0%
Other MOE Grants-Pay Equity	936,176		0.0%	936,176	936,176		0.0%
Other MOE Grants-Misc	20,810		0.0%	96,484	880,998	0	0.0%
TOTAL MINISTRY OF ED GRANTS	49,366,532	34,582,664	70.1%	49,628,525	53,242,916	36,953,136	69.4%
OTHER REVENUES							
Other Provincial Revenues	150,000	122,362	81.6%	140,016	150,000	107,167	71.4%
Offshore Tuition	3,800,000	3,199,032	84.2%	3,917,837	3,900,000	3,077,015	78.9%
Miscellaneous	140,000	121,574	86.8%	251,920	225,000	205,983	91.5%
Rental and Leases	600,000	727,377	121.2%	726,127	700,000	746,679	106.7%
Investment Income	420,000	364,754	86.8%	453,311	600,000	517,398	86.2%
TOTAL OTHER REVENUE	5,110,000	4,535,099	88.7%	5,489,211	5,575,000	4,654,242	83.5%
TOTAL REVENUES	54,476,532	39,117,763	71.8%	55,117,736	58,817,916	41,607,378	70.7%
EXPENDITURES							
SALARIES AND BENEFITS							
Teachers	20,557,366	14,549,251	70.8%	20,570,559	21,820,531	15,658,743	71.8%
Principals and Vice Principals	3,606,337	2,678,357	74.3%	3,562,573	3,736,662	2,914,919	78.0%
Educational Assistants	3,743,872	2,533,327	67.7%	3,495,924	3,966,849	2,686,989	67.7%
Support Staff	5,699,870	4,225,928	74.1%	5,880,870	6,151,122	4,752,877	77.3%
Other Professionals	1,893,638	1,415,632	74.8%	1,879,734	2,045,763	1,541,907	75.4%
Substitutes	2,078,572	1,512,404	72.8%	2,137,250	2,296,853	1,747,445	76.1%
Benefits	9,660,259	6,832,038	70.7%	9,637,421	10,665,333	7,763,770	72.8%
TOTAL SALARIES AND BENEFITS	47,239,914	33,746,937	71.4%	47,164,331	50,683,113	37,066,650	73.1%
Benefits as a % of Total Salaries	25.7%	25.4%		25.7%	26.7%	26.5%	
SUPPLIES AND SERVICES							
Services	3,237,968	2,508,891	77.5%	3,162,224	3,261,968	2,412,741	74.0%
Training and Travel	481,500	257,580	53.5%	437,405	391,500	256,774	65.6%
Rental and Leases	5,000	13,826	276.5%	29,979	50,000	19,112	38.2%
Dues and Fees	68,000	73,718	108.4%	88,083	68,000	69,519	102.2%
Insurance	185,000	175,300	94.8%	180,765	195,000	194,489	99.7%
Supplies	2,097,540	1,961,717	93.5%	2,651,895	2,637,335	2,288,373	86.8%
Utilities	1,161,610	795,905	68.5%	1,143,342	1,181,000	829,669	70.3%
Local Capital					350,000		
TOTAL SUPPLIES AND SERVICES	7,236,618	5,786,937	80.0%	7,693,693	8,134,803	6,070,677	74.6%
TOTAL EXPENDITURES	54,476,532	39,533,874	72.6%	54,858,024	58,817,916	43,137,327	73.3%
NET REVENUE (EXPENDITURE)	0	-416,111		259,712	0	-1,529,949	
Budgeted Use of Surplus (Transfer to Loc)	0	0					
Surplus (Deficit), for the Year	0	-416,111		259,712	0	-1,529,949	

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

4/9/2024

	2022/23				2023/24		
	Amended Budget	YTD Mar-23	% of Budget	Actual	Amended Budget	YTD Mar-24	% of Budget
INSTRUCTION	0						
Regular Instruction	24,681,997	17,833,360	72.3%	25,162,780	26,006,060	18,816,625	72.4%
Career Programs	469,140	334,455	71.3%	504,498	491,502	426,853	86.8%
Library Services	1,041,367	715,617	68.7%	1,047,892	1,182,217	787,792	66.6%
Counselling	1,109,579	816,400	73.6%	1,190,495	1,327,828	943,396	71.0%
Special Education	7,751,221	5,282,538	68.2%	7,307,706	8,104,854	5,962,198	73.6%
Early Learning and Childcare					143,217	78,401	54.7%
English as a Second Language	166,410	103,192	62.0%	153,770	179,575	127,966	71.3%
Aboriginal Education	858,688	565,378	65.8%	866,587	930,457	495,037	53.2%
School Administration	3,948,524	2,671,661	67.7%	3,703,153	4,247,446	3,066,650	72.2%
Continuing Education	0	0	0.0%			0	0.0%
Off Shore Students	2,859,613	2,187,928	76.5%	2,983,505	3,118,044	2,260,278	72.5%
Other	50,956	39,118	76.8%	53,775	55,499	40,427	72.8%
Function 1 - Instruction	42,937,495	30,549,647	71.1%	42,974,161	45,786,699	33,005,623	72.1%
DISTRICT ADMINISTRATION							
Educational Administration	850,790	640,389	75.3%	833,714	933,528	694,398	74.4%
School District Governance	272,591	225,549	82.7%	281,241	252,573	177,001	70.1%
Business Administration	1,589,137	1,269,579	79.9%	1,640,880	1,718,599	1,389,693	80.9%
Function 4 - District Administration	2,712,518	2,135,517	78.7%	2,755,835	2,904,700	2,261,092	77.8%
OPERATIONS AND MAINTENANCE							
Operations and Maintenance Admin	682,834	516,493	75.6%	643,402	726,534	687,564	94.6%
Maintenance Operations	4,606,621	3,747,541	81.4%	4,885,942	5,261,961	4,443,201	84.4%
Maintenance of Grounds	338,590	370,996	109.6%	496,760	377,874	314,206	83.2%
Utilities	1,236,000	912,611	73.8%	1,260,048	1,236,000	829,669	67.1%
Capital Equipment					350,000		
Function 5 - Operations and Maint	6,864,045	5,547,641	80.8%	7,286,152	7,952,369	6,274,640	78.9%
TRANSPORTATION AND HOUSING							
Transportation and Housing Admin	166,347	159,541	95.9%	180,600	178,893	176,492	98.7%
Student Transportation	1,756,127	1,122,287	63.9%	1,612,822	1,955,255	1,383,818	70.8%
Housing/Boarding	40,000	19,240	48.1%	48,454	40,000	35,662	89.2%
Function 7 - Transportation and Housing	1,962,474	1,301,068	66.3%	1,841,876	2,174,148	1,595,972	73.4%
TOTAL FUNCTION 1-7	54,476,532	39,533,873	72.6%	54,858,024	58,817,916	43,137,327	73.3%

Special Purpose Fund (SPF) Budget							
Annual Facility Grant	199,383	50,172	25.2%	199,383	199,383	85,570	42.9%
Classroom Enhancement Fund	4,339,880	2,646,000	61.0%	4,339,880	4,648,898	2,884,887	62.1%
Learning Improvement Fund	160,937	94,725	58.9%	160,937	189,129	101,930	53.9%
Community Link	405,387	154,918	38.2%	405,387	430,461	205,385	47.7%
Provincial Safe Return/CR4YC	0	0	0.0%		0		0.0%
Federal Safe Return	41,955	52,331	124.7%	41,995	0	0	0.0%
Family Affordability Fund	448,698	203,814	45.4%	359,379	89,319	26,911	30.1%
Strong Start	96,000	58,912	61.4%	96,000	96,000	43,876	45.7%
Ready, Set, Learn	19,600	17,256	88.0%	19,600	19,600	-46	-0.2%
French Funds	134,648	63,796	47.4%	120,748	153,548	65,576	42.7%
Seamless DC	91,975	65,361	71.1%	91,975	55,400	45,213	81.6%
Mental Health	55,000	33,349	60.6%	55,000	55,000	38,465	69.9%
FN Transportation	120,208	49,111	40.9%	112,292	135,325	48,877	36.1%
ECL Scan	175,000	45,131	25.8%	86,569	263,431	82,771	31.4%
CR4YC/SEY2KT	6,000			6,000	25,000	0	0.0%
Feeding Futures Funds		0	0.0%		519,738	218,599	42.1%
Special Purpose Funds-Total	6,294,671	3,534,876	56.2%	6,095,145	6,880,232	3,848,014	55.9%



March 15, 2024

Ref: 297326

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

Capital Plan Bylaw No. 2024/25-CPSD69-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 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)
 - Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

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)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150356	False Bay School	Seismic	Please submit Project Definition 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.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

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

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), 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, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Winchelsea Elementary	SEP - Roofing Upgrades	\$700,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Ecole Secondaire Ballenas Secondary	SEP - Interior Construction Upgrades	\$400,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Winchelsea Elementary	CNCP - Electrical Upgrades	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Bowser Elementary	CNCP - Electrical Upgrades	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Arrowview Elementary, Bowser Elementary, Errington Elementary, False Bay School, Nanoose Bay Elementary, Oceanside Elementary, Qualicum Beach Elementary, Springwood Elementary	FIP - Kitchen Equipment	\$100,419	Proceed to design, tender & construction. To be completed by March 31, 2025.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	-----------	---------------------------------------------------------------------------------------

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New Route	D (80+FE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

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 2024/25 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 2024/25 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 the Ministry’s Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 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 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

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.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

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.

Sincerely,



Damien Crowell, 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, Capital Management Branch

CAPITAL BYLAW NO. 2024/25-CPSD69-01
CAPITAL PLAN 2024/2025

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 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No. 2024/25-CPSD69-01.

READ A FIRST TIME THE 23rd DAY OF APRIL, 2024;

READ A SECOND TIME THE 23rd DAY OF APRIL, 2024;

READ A THIRD TIME, PASSED THE 23rd DAY OF APRIL, 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2024/25-CPSD69-01 adopted by the Board the 23rd day of April, 2024.

Secretary-Treasurer



Yath ćisum
Always growing
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
MONDAY, APRIL 15, 2024
1:00 P.M.
VIA VIDEO CONFERENCING**

Facilitator: Trustee Carol Kellogg

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, and Administrative Procedures.*

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.

1. INTRODUCTIONS

2. FOR INFORMATION

a. Administrative Procedures to Board Policy 108: School Generated Funds

Assistant Secretary Treasurer Hung noted the changes made came from recommendations by the auditors and after conversations with some of the schools. He then walked through the changes to the administrative procedures, noting that the new wording differentiated between cash and cheques, how often deposits are made by the schools and a limit to how much cash could be kept on site over a weekend to decrease the weekly requirement for bank deposits.

Assistant Secretary Treasurer Hung then reviewed some more extensive changes which were made to were made in reference to Ledger Accounts and General Contingency Balances. It was understood that some ledger accounts may have negative balances at year end, such as a PAC subsidized field trip; however, some of the money may not be collected until the fall. The rationale was to ensure that any ledger accounts that had a negative balance at year end were to be accompanied by a note outlining when and how the balance was to be repaid in full.

General Contingency Balances are general funds held at schools that have no targeted purpose, such as those obtained from vending machine sales or from interest on savings. After consultation with schools, it was determined that schools may hold contingency balances to a maximum of \$4000 for elementary and \$7000 for secondary to help address any unforeseen circumstances.

The administrative procedure will be presented for information at the April Regular Board Meeting.

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

a. Board Policy 804: Physical Restraint and Seclusion of Students

Superintendent Jory noted that the wording was updated to remove the reference to 'special needs', which is now considered derogatory. Reference is now being made to the ministry guidelines rather than including quotes from the document, which includes that former wording.

A review of the updated Report from Inclusion BC titled: *Stop Hurting Kids 2* was suggested to determine if there might be any other wording that might be considered for inclusion in the revised policy.

https://inclusionbc.org/wp-content/uploads/2018/11/InclusionBC_StopHurtingKids2.pdf

The policy will be presented for first reading at the April Regular Board Meeting.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

a. Board Policy 103: School and District Branding

Superintendent Jory noted the change in title from *New/Repurposed Facilities* and the extensive rewrite of the policy under the new title as most of the information that was in the formerly titled policy exists in Board Policy 105: *Use of School Facilities*.

He then recapped the changes that were made including the additional four guiding principles regarding school and district branding.

Upon review of the new wording the suggested change to remove the guiding principle which stated that no facilities, nor portions of facilities, be named after people, Trustees reaffirmed the original intent of that line and the importance of including it in the policy. It was determined that the sentence would remain as one of the guiding principles.

The policy will be presented for second reading at the April Regular Board Meeting.

b. NEW Board Policy 510: Learning Resources

Director of Instruction Terpstra reviewed the changes made from suggestions made at the last meeting regarding reference to 'the outside world', the renumbering from #5 what is now listed as #3, and wording to make parents aware of the learning resources available to students and that they could view them through contact with their child's teacher or the school's principal.

Director of Instruction Terpstra then requested direction from the Board to clarify materials listed under the definitions that were noted as being "Board Authorized". After discussion, it was decided that "supported by the Board" would be more accurate so that the Board would not find themselves in conflict with definitions that may not reflect the materials approved for use in the Qualicum School District. For example, FNEC may have approved a resource that has local Indigenous communities not fully supporting it; therefore, the District would not want that resource to be considered as "authorized" by the Board.

The policy will be revised as per the agreed-to change and presented for second reading at the April Regular Board Meeting.

c. Board Policy 700: Safe Caring and Inclusive School Communities

Superintendent Jory shared a Ministerial Order that was released on April 12th which stated that Codes of Conduct must include a number of statements related to restricting the use of personal devices at school. As most schools have already undertaken their consultation process for their school's code of conduct, and most have come close to the requirements of the Order, Superintendent Jory will be asking administrators to adopt the terminology "personal digital devices" and weave in some of the specifics that are of most relevance to their school or that have already been supported through consultation already done.

It was discussed and suggested that the policy would be held from second reading pending further revisions. Director of Instruction Terpstra also recommended revisions to the administrative procedures relating to SOGI, specifically the Glossary, as terms are continually evolving which would result in the procedures having to constantly be updated.

It was agreed that the policy and administrative procedures would be deferred to allow for additional revisions as required under the new Ministerial Order. The drafts will be brought to the May Policy Committee of the Whole for review prior to being presented to the Board for second reading.

d. Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising

Trustee Kellogg advised that additional feedback had come from the Kwalikum Secondary School Athletic Department stating that while they appreciated the Board's consideration of allowing local sponsorship, the suggested changes do not quite address their needs as the volunteer time to post and remove signage for each activity/event would be additional time as well as a potential cost when considering how to display logos from sponsors. Their intention when raising funds is for that money to prevent the financial burden to students while not adding additional time and responsibility to volunteers. Trustee Kellogg noted that she was in support of their reluctance to be responsible for posting and removing signage.

Participants acknowledged the financial strain on athletic departments and the potential benefits of sponsorship in funding sports programs. They also discussed the potential pros and cons of sponsorship at length and, while they were in agreement that the policy should allow for sponsorship, with a preference for local sponsorships, it was the mechanism to display advertising for sponsors without increasing the responsibility and time of coaches and athletes, the permanence of signage, and the Board's belief to limit visibility and influence of corporate branding in educational settings that were the challenges.

A timeline for displaying sponsors' logos was also discussed with consensus on allowing it to be posted on a temporary basis.

Superintendent Jory suggested a revision to make reference to advertising for the purpose of extra-curricular sponsorship on a temporary basis. He also suggested an addition to the administrative procedures to allow solicitation of sponsorships for extra-curricular activities in exchange for limited space advertising, which could appear in school publications or on a portion of the gym wall with the principal's approval.

Trustees agreed with the suggestions and Superintendent Jory will present the revised policy and administrative procedures for consideration of second reading by Trustees at the April Regular Board Meeting.

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING

None

6. FUTURE TOPICS

a. Other bylaw/policy review as required.

7. NEXT MEETING DATE

Tuesday, May 21, 2024 via Microsoft Teams



Purpose:

The purpose of this administrative procedure is to reinforce the importance of the control of cash generated by school activities, and to provide guidance in relation to Parent Advisory Council (PAC) fundraising, knowing that PACs have responsibility for administration of PAC funds.

Procedures:

Cash and cheques (~~hereinafter referred to as cash~~) represent one of the greatest risks of asset loss to the "School Generated Funds" environment. It is extremely important to establish and maintain strong internal controls and procedures for the handling of cash to guard against loss and misuse.

1. Control over Cash Receipts

The secretary/accounts clerk must keep track of fees assessed by fee type and by student. A running balance of amounts owed to the school by fee type must be available. All payments shall be receipted providing sufficient detail to confirm who made the payment, for what reason, and in the amount paid. The Principal is responsible to approve ALL reasons for cash being collected. Individual employees are NOT to engage in any form of fund raising without the prior approval of the Principal.

2. Cash Management

Cash collected by teachers and other employees must NOT be kept overnight in a desk drawer, filing cabinet and/or other similar storage facility. Cash must NOT be taken home. All cash, regardless of amount collected, must be turned into the office on a daily basis. At no time should there be more than \$1000.00 (~~one thousand dollars~~) **\$250 (two hundred and fifty dollars)** in cash held on site **over a weekend**. ~~In all circumstances, cash must not remain on the school premises over a weekend and thus must be deposited each Friday.~~ All cash on school premises prior to a deposit must be secured in a locked cabinet/safe. In unique circumstances, the Principal can vary this requirement provided sufficient cash security exists.

Adequate segregation of duties and restricted access to cash handling areas must be implemented, to the extent possible, to ensure the safeguarding of cash. Wherever possible, this should include the separation of the cash handling from the control and reconciliation of bank deposit receipts. Before cash is received by the secretary/accounts clerk or Principal, the funds are to be counted by the coordinator of the activity and recorded.

All cheques must be restrictively endorsed, i.e., "For Deposit Only", immediately upon receipt and the bank account number to be credited should also be entered on the reverse side of the cheque.

3. Control over Payments

All schools must have at least three (3) signing authorities registered at the bank. Signing authorities are NOT to sign blank cheques. Cheques should only be written to pay invoices that have been approved by the Principal (or designate) and have an account code. Do not use physical cash to pay bills, except as authorized through petty-cash. The full amount of cash received should be deposited directly into this bank account. Cash receipts shall not be used for personal loans, cashing of cheques, making purchases, or for salaries, honoraria or travel/Pro-D reimbursements.



4. Out of School Events

If a school event is held outside the regular school days/hours, planning ahead on how/where to safeguard the cash collected for the overnight/weekend should be done in consultation with the Principal. This plan must include accounting for cash received by two individuals at the end of the activity.

5. Ledger Accounts

Cash receipts must be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers must also be made on a timely basis.

Any ledger accounts that have a negative balance at June 30th shall be accompanied by a note of when and how the balance will be repaid in full. This note will be included with the June monthly reporting submitted to the Assistant Secretary-Treasurer at year-end, and will be reviewed at the beginning of the subsequent school year.

6. General Contingency Balance

To facilitate flexibility for unexpected occurrences or events, a general contingency balance can be held at each school to be used at the discretion of the Principal (or designate). The maximum balance that may be held for all elementary schools will be \$4,000 (four thousand dollars), and the maximum balance that may be held for all secondary schools will be \$7,000 (seven thousand dollars).

7. Parent Advisory Council (PAC) and Non-School Fundraising in Schools

All fundraising, whether by the school or the PAC, will be done in accordance with Board Policy 505: *Fundraising in Schools and its Administrative Procedures*

Financial Monitoring:

The Assistant Secretary-Treasurer shall conduct periodic reviews of school cash handling procedures as provided in this administrative procedure. Reviews may include periodic reviews of account activity, on site reviews of accounting records, or formal review by the School District auditor. Finding of such review will be shared with the Superintendent, Secretary Treasurer, and Principal.

References:

- Board Policy 108: School Generated Funds
- Board Policy 505: Fundraising in Schools

Dates of Adoption/Amendments:

Adopted: 2021.01.26

Amended:



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Context

The School Act repeatedly and clearly states that all students have a right to an education. The ~~Special Needs Students Order (M235/07) states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.”~~ **It is recognized that within an inclusive school environment that there may be rare occasions in which adults must use extraordinary measures to prevent a student from harming themselves or others.** The Ministry sets out the guidelines in the *Physical Restraint and Seclusion in School Settings* document.

Policy Statement

The Board is responsible for providing educational programs within a safe, caring, and inclusive environment. Physical restraint or seclusion is *only* used when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

Guidelines

The Board expects:

1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

Definitions

All definitions in this policy and Administrative Procedures are as stated in the [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

References

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)

Dates of Adoption/Amendments

Adopted: 2018.11.27

Amended: **2022.06.28**

DRAFT



Purpose

These administrative procedures are written in support of Policy 804: Physical Restraint and Seclusion of Students.

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education and Child Care's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings* along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
 - To the ~~Assistant~~ **Associate** Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

References:

- [Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended: 2022.06.28: **2022.11.22**

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.
- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident.

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.

- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services **Support** (if required as per Policy 700)

Redacted Copies:

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

- a) CUPE
- b) MATA
- c) ~~General~~ Manager of Operations – **Safety and Transportation**

If the violent incident does not involve a student, un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) District Principal, Learning Services **Support** (if required as per Policy 700)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) ~~General~~ Manager of Operations– **Safety and Transportation** (in a sealed envelope)



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

Context

~~The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be used in planning for new/repurposed facilities and additions to existing facilities.~~

The Board of Education recognizes the need for organizations to update their names, colours, logos, and other identifying features from time to time. It is the Board's belief that processes to do so are most successful when done in a thoughtful and collaborative manner. Ultimately, the Board of Education is responsible for all public facing identifiers in the school district and any changes to such will require their approval.

Policy Statement

~~The Board expects that facilities will be used primarily to support the education of students, and should be designed and maintained to serve that purpose.~~

Changes to site or district identifiers, such as site names, colours, logos, and other significant identifying features will require approval from the Board of Education.

Guiding Principles

- ~~1. The Board believes that all facilities should be safe for all students, teachers and community members.~~
- ~~2. Facilities should be built, operated or upgraded to be efficient, cost effective and environmentally sound.~~
- ~~3. All facilities will be named after places of local Indigenous, historical, or geographical prominence.~~
- 4. No facilities, nor portions of facilities, will be named after people.**
- ~~5. Facilities will allow for students, schools and communities to use them as availability permits.~~
- 6. The Board holds responsibility for all schools and district sites, and is therefore responsible for all such public facing branding content, including names, colours, logos, and other identifying features.**
- 7. The Board recognizes that from time to time, a need or interest in changes or updates to site or district identifiers may emerge.**
- 8. The Board expects such change processes to be as collaborative as reasonably possible, given the specific circumstances of each change. Staff, students, parents/caregivers, and local First Nations should normally be included.**
- 9. Presentations to the Board regarding the potential change to site or district branding should include a clear rationale for the change initiative, relevant contextual information regarding the current identifiers, any processes that led to the determination of an outcome (such as surveys, focus groups, ongoing discussions), potential costs for the change, and a communication plan that would follow Board approval.**



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

References

- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption and Amendments

Adopted: 2016.08.31
Amended: 2020.10.17

DRAFT

**Context:**

The BC Ministry of Education and Child Care has determined that “Boards of education have the responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources” (Learning Resource Policy, Ministry of Education and Child Care). **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**

Policy Statement:

The purpose of this policy is to ensure that appropriate learning resources are used in schools to support the curricular learning standards and educational programs, and that district process for the selection of learning resources conform to the School Act and district expectations.

Guiding Principles:

The Board of Education believes that:

1. The selection of learning resources involves many people (administrators, teachers, students, community, district staff) the responsibility for coordinating the selection of school learning resources and making recommendations for purchase rests with the principal and professional personnel.
2. Learning and curriculum resources need to reflect and value the diversity of the Qualicum School District. Students should see themselves, their lives, the lives of **their families, and the lives of others, and the outside world** positively reflected in the curriculum through resources. **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**
3. Education plays an important part in Reconciliation and learning resources should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum nations, then of our local Indigenous students, then of the Indigenous peoples in Canada, and then of the Indigenous peoples around the world.
4. Students learn best when they are actively involved in their own learning and when instruction is adapted to their individual needs, learning styles, and interests.
5. Parents/caregivers have an interest in the quality of learning resources available to students and **should contact the teacher and/or the principal if they have questions or want to access view the resources. and that** Opportunities to challenge resources will result in thoughtful review and follow consultative procedures (See [Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)).

Definitions:

- Learning Resources: Materials that promote learning and thinking, which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.
- [Indigenous Education Resource Inventory](#): a non-comprehensive list of Indigenous education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teacher's Federation, the First Nations Education Steering Committee, and Métis Nation British Columbia. The intent of these materials is to help further incorporate Indigenous knowledge and perspectives into B.C. classrooms and are considered to be **supported by the** Board authorized.



- [Focused Educational Resources](#): is a not for profit organization that provides services that support quality education, . . . with the primary goal of benefiting our members and optimizing their resources to achieve significant impacts and benefits in the delivery of k-12 education. They provide a [K-12 Evaluated Resources Collection](#) which are considered to be **supported by the** Board authorized.
- [First Nations Education Steering Committee \(FNESC\)](#): The primary goal is to promote and support the provision of quality education to First Nations learners in BC. Resources from the [FNESC Publications Catalogue](#) are considered to be **supported by the** Board authorized.
- [SOGI 1 2 3](#): Developed by the ARC foundation in collaboration with the [BC Ministry of Education and Child Care](#), BCTF, UBC, Out in Schools, school districts throughout BC, and local, national and international LGBTQ community and organizations. It is a resource that provides schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with BC's curriculum and are considered to be **supported by the** Board authorized.

References:

- [Learning Resources Policy, Ministry of Education and Child Care](#)
- [School Act Section 168\(2\)\(e\)](#).
- Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)

Dates of Adoption/Amendments:

Adopted:

Amended:



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

Context:

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

Policy Statement:

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

Guiding Principles:

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

Definitions:

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

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

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

References:

- [Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: **2022.05.24**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Purpose

These Administrative Procedures are written in support of Policy 705: Corporate/Community Sponsorships, Partnerships, and Advertising in Schools.

The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining safe, caring and inclusive schools.

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

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

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

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

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

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers.

Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

~~Local businesses or donors may be solicited for sponsorship in exchange for limited space advertising in schools publications such as yearbooks, brochures and programs, with the principal's approval. Space on posters, banners or signage may be sold to vendors with the agreement that their visibility will be limited to non-instructional times.~~

Local businesses or donors may be solicited for sponsorships of extra-curricular or co-curricular opportunities in exchange for limited space advertising. Such advertising may appear in school publications such as yearbooks or tournament programmes, or on a portion of a gymnasium wall with the principal's approval.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

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

Partnerships

The Board supports and encourages partnerships that:

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

Donations

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

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

District Parent Advisory Council/Parent Advisory Council (PAC)

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

Reference:

- [Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.11.22



Yath ċisum
Always growing
Grandissons ensemble

**Qualicum School District
Education Committee of the Whole Report
Tuesday, April 16, 2024
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Julie Austin

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

Ballenas Students' Field Experiences to Europe During Spring Break 2024

Two separate trips from Ballenas Secondary happened over spring break, one to London, Paris, Barcelona, and Rome, and another French immersion to France. Students shared how amazing it was to see places like the Roman Forum that can reveal layers upon layers of history, both socially and physically. Seeing Pagan temples buried under later constructions, then modern buildings atop them, highlights the diverse cultures that have thrived in the same geographic area over thousands of years. This experience can be 'mind-blowing', especially compared to regions where only a few cultures have left their mark. It's a testament to the richness and complexity of human history in a single location. Emma, a Grade 12 student from Ballenas Secondary school, shared the actions they took during their Europe trip to reduce their carbon footprint. They focused on walking extensively, averaging around 18,000 to 24,000 steps per day, used trains instead of flying whenever possible, prioritized locally produced food and small restaurants, and chose hotels in downtown areas to minimize commute times. Overall, these efforts likely reduced their carbon footprint by 10 to 20%. Greg, who led the trip, added that they flew with Air Canada, a carrier known for offsetting carbon emissions, and mentioned the distance they walked during the trip.



The French Immersion trip was also educational, serving as a Capstone Project for the student who took the lead in organizing the trip. It provided firsthand experience of French culture and history, boosting confidence in speaking French and fostering cultural appreciation. Students gained insights into history, particularly through visits to war memorials, understanding the real impact of historical events. They also implemented the "[Eden Project](#)" initiative, which supports reforestation projects worldwide. In 2021, this initiative contributed to planting 3,000,000 trees in Madagascar and Mozambique. The partnership with Eden was chosen due to fair wages and long-term ecological impact. Despite the effort and energy required, the trip was incredibly meaningful, thanks to the support of peers, teachers, and organizers.

CENTRE JUNO BEACH

*Un musée engagé pour la mémoire et le développement durable
A museum committed to memory and sustainable development*



Education-In Charge, Greg Muirhead and Ashley Lamoureux, also thanked the students for making their trip so great!

Educators-In Charge, Greg Muirhead and Ashley Lamoureux, also thanked the students for making their trip so great!

Hockey Program



Andrew Lee, Paul Wright (teacher coach of the Hockey Academy), and 2 students from Grade 8 gave a presentation planned about a board-authorized course, related to the hockey program that has been offered at Ballenas for the past 8 years. The Hockey Academy at Ballenas is focusing not just on skill development but also on building a strong team dynamic and fostering camaraderie among peers. They've implemented strategies to promote engagement and involvement, recognizing that when students are passionate about something and feel connected to their team, overall improvements are observed. The program has been

flexible and responsive to students' needs, evolving from the initial expectation of high-caliber players to accommodating various interests, including goalies, female players, and those who simply love hockey. The program has seen significant growth, with an increase in student participation, especially after the challenges of COVID-19.

This year they ordered custom jerseys and socks with students' names and numbers, organized a successful trip to watch a major junior hockey game in Victoria, and arranged competitive games with a neighboring program in Port Alberni, which received positive feedback from both students and parents. Additionally, they held a teachers versus students hockey game, which the students won for the first time in five years, showcasing the program's potential and the students' enjoyment of playing and improving their skills together.

This year the cost of the program was \$500.00. The Hockey Academy at Ballenas is committed to ensuring financial accessibility for all students who want to participate. They utilize funds from grants, school support, and a portion of the student fees to provide subsidies and make sure no student is excluded due to financial reasons.

The Hockey Academy course would be worth four credits, distinct from other courses that may fulfill both Grade 12 and elective credits. The decision to offer this course is driven by student interest and their desire to continue with regular PE classes while also participating in the hockey program. Students would still take PE classes in grades eight, nine, and ten, along with active living 11 and/or 12, and the hockey course would be an additional option once all requirements are met.

Resource:

Qualicum School District Programs of Choice : [https://www.sd69.bc.ca/Programs/Education/Programs/Pages/Secondary.aspx#/=](https://www.sd69.bc.ca/Programs/Education/Programs/Pages/Secondary.aspx#/)

ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

Brant Wildlife Children's Festival – Arrowview Elementary School



GIVING

A public celebration of learning orchestrated by Arrowview Elementary students and teachers together with the Qualicum Beach Streamkeepers.

GROWING

The Brant Wildlife Children's Festival underscores our community's passion for collaboration and the environment.

LEARNING

This event provides insight into our youths' devotion for preserving nature, while paralleling the community groups' endeavors

BELONGING

Bridging the gap between classrooms and the community, fostering a collective sense of responsibility for the environment together.

Principal Jennifer Fuhrmann presented on the second annual Brant Wildlife Children's Festival hosted by Arrowview Elementary. It was a great success with over 400 participating. There is a strong emphasis on inclusivity and hands-on learning in the program. The little fox display and the inclusion of the Hul'q'umi'num' language and definitions demonstrate a commitment to diversity and cultural

awareness. Students engage with various sea life, including kelp, which offers a tactile and fascinating experience. The program's engaging nature extends beyond the classroom, fostering connections with local volunteers who help coordinate activities and tables. This collaboration creates a sense of belonging and community involvement, encouraging others to participate and marking the event as a highlight for students and attendees alike.

REMINDER:

Kwalikum Secondary School Climate Action Conference April 24, 2024 from 10:00 a.m. – 2:00 p.m. at the Qualicum Beach Civic Centre

The Mid-Island Youth Climate Symposium is a thought-provoking event for students, with the goal to educate about the effects of climate change. This educational gathering will take place on April 24, 2024 at the Qualicum Beach Civic Centre.

It will feature engaging keynote speakers, interactive presentations, and discussion groups. We hope this event will empower young people passionate about climate action, to stay informed, stay active, and use their voice.

Resources: KSS Climate Symposium 2024 website: <https://youthsymposium2024.wixsite.com/home>

SOCIAL JUSTICE AND EQUITY

District Parent Advisory Council (DPAC) Correspondence re: Pride Month



There's a call for the district to show strong support for the community by pushing for initiatives like banners, public statements, rainbow crosswalks, and flag poles that represent inclusivity and diversity. The idea is to proactively lead and set a positive tone rather than reacting to negative feedback or incidents. This proactive approach would empower schools, principals, and vice principals to take action and demonstrate solidarity with the community, showing that the district is ahead on these important issues. There was discussion about the importance of representing inclusivity and diversity in schools and the district. Flying flags, including the pride flag, has been a topic, with considerations about how to handle feedback and protocol regarding flag flying. There's a desire for proactive and positive messaging from the district to show ongoing support, not just on specific days or events but throughout the year, to ensure that every student feels welcome and represented every day. The focus is on creating an environment of inclusivity and acceptance continuously, rather than as a temporary gesture.

Senior staff is discussing what we can do as a district and talking to school principals and vice-principals so they know they are supported.

Associate Superintendent Wilson noted that the McCreary Report provided insights into the changing demographics and identities within the community, specifically in terms of sexual orientation and gender identification. The report revealed a decrease in the percentage of students identifying as straight, indicating a shift in how students perceive and express their identities. This data is crucial for understanding the evolving needs and experiences of students and emphasizes the importance of inclusivity and equity initiatives in schools. By utilizing this data, the district can better address the needs of all students and create a more inclusive environment for everyone. The McCreary Report from The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in Grade 7 to 12 since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development.

DPAC and the Qualicum SD are hosting the return visit of LGBTQ+ Trainer, Strategist & Collaborator, Mischa Oak, on May 22 at 6:00pm in the Ballenas theatre.

Resources:

McCreary Centre Society: The BC Adolescent Health Survey https://mcs.bc.ca/about_bcahs

Mischa Oak <https://www.lgbtqcorporatetraining.com/mischoak.html>

SHARED LEARNING

Learning Rounds

The learning grants presentation is scheduled for June 17th at Sunrise Ridge. More details will be provided later, but it's good to have it in the calendars as a heads up.

Rudy updated us on the literacy series for grade nine teachers that stemmed from the fall assessment of all grade nine students. The three-part learning round series involved fifteen teachers from all four high schools, providing an opportunity for observation, collaboration, and sharing of effective teaching practices. Building on this, the district is launching a numeracy series this spring with Carol Fullerton, focusing on topics like multiplication, division, problem-solving, and fractions. Additionally, there's a dinner series open to all teachers to discuss numeracy across various subjects, such as social studies and science, to enhance students' numeracy skills. These initiatives show a commitment to continuous learning and improvement within the Qualicum School District.

Summary of Inclusive Vision for Education

Gillian and Rudy gave an update on the significant progress in developing an inclusive vision for education within the Qualicum School District. The process involved a full-day session with Kale Burke, including teachers, the MATA(Mount Arrowsmith Teachers' Association) president, and administrators from both elementary and secondary levels. The focus was on defining observables and creating a clear understanding of what inclusive education means in the community, emphasizing the importance of equity and individualized approaches for each student. The work also includes aligning this vision with the district's strategic priorities to ensure that inclusivity is integrated into all aspects of education. The next steps involve refining the draft document and bringing it back to the group for further discussion and feedback.

INFORMATION

Coffee with Trustees – Next one is Wednesday, May 1 at Kwalikum Secondary at 3:00pm

COFFEE WITH TRUSTEES SCHEDULE	
KWALIKUMM SECONDARY	MAY 1 @ 3:00
BOWSER ELEMENTARY	JUNE 5 @ 2:48

ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

Board Authority/Authorized (BAA) Course - Hockey Skills 10-12

UPCOMING TOPICS

- Outdoor Programs
- Technology

NEXT MEETING DATE

Tuesday, May 21, 2024 at 2:30 p.m. via Microsoft TEAMS



Board/Authority Authorized Course: **Hockey Skills 10-12**

School District/Independent School Authority Name: Qualicum School District	School District/Independent School Authority Number: School District #69
Developed by: Paul Wright/Andrew Lee	Date Developed: March 14, 2024
School Name: Ballenas Secondary School	Principal's Name: Trish Cathrine
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 10-12	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: Apx. 120 hours
Course Category: Leisure and Recreational Activities	Course Code: YLRA 10A, YLRA 11A, YLRA 12A

Board/Authority Prerequisite(s):

The course is open to hockey players of ALL ABILITIES in grades 10-12

Special Training, Facilities or Equipment Required:

- **Facilities:** Ice Hockey Arena
- **Special Training:** Hockey Coaching Certification, First Aid Certification, Fitness Training Certification and NCCP Coaching Certification

- **Equipment:** Practice equipment (hockey trailer, pucks, cones, stopwatches, whistles, shooter tutors, white board, etc.)

Required Equipment for all Hockey Skills 10-12 students:

*All students participating in the course must have a complete set of ice hockey equipment. **Equipment can be made available or subsidies provided for those interested in trying the game for the first time.**

Helmet

It must be CSA certified with CSA certified full face guard/mask correctly installed. The helmet must fit snugly on the head and should not have any loose and/or missing screws, cracks, decals, and stickers not affixed by the manufacturer may void the CSA certification and are therefore prohibited/will not pass CMHA inspection. DO NOT REMOVE ANY MANUFACTURERS STICKERS. The chin strap is to be fitted SNUGLY under the chin.

Throat Protector

It must be BNQ certified

Skates

The most critical aspect is the size. Laces should not be tied around the ankles as it restricts movement of the ankle joint and actually causes premature wear of the skates. Lace length should be just adequate to allow one or two butterfly knots.

Hockey Shin Pads

They must be long enough to cover from top of skate to bottom of pants. The skate tongue should be tucked UNDER the shin pad.

Socks

Either a garter belt or a jock shorts with Velcro straps (belt is optional). Socks should extend from top of skate to top of leg, no major rips/tears.

Hockey Pants

They must be long enough to meet top of shin pad and high enough for kidney pad to protect kidneys. All padding must be in place.

Athletic Supporter

Jock or Jill straps. It must be worn at all times on the ice.

Chest Protector, Shoulder Pads and Elbow Pads

There should be continuous protection extending down the arm from the shoulder pad to the elbow pad to the glove with minimal or no gaps. Elbow pads should fit tightly enough that they resist sliding out of position when pulled or pushed along the length of the arm; should meet the bottom of the shoulder pad and wrist area of glove. The chest protector should cover the heart area/sternum and be made of rigid or semi-rigid material.

Gloves

Ensure there are no holes. Many gloves do not sufficiently protect the upper wrist area which is highly susceptible to injury. Wrist guards (optional) can be purchased separately for added protection.

Jersey

It should be large enough to extend over the top of pants and elbow pad, not tucked in. New jerseys will be provided by the school each year to each individual student.

Stick

Typically, it should come up to the player's chin or lower, while wearing skates. Tape should be wrapped around the blade and the butt end of the stick (sufficient to prevent the butt end of the stick from fitting through a face mask). No cracking or splintering. End cap on composite sticks in place.

Mouthguard

Hockey Canada's Playing Rule regarding mouth guards is that for Divisions of hockey that allow the wearing of a half visor, the wearing of a mouth guard is compulsory. For players wearing a full faceguard/mask, a mouthguard is recommended.

Course Synopsis:

The Hockey Skills course offers students a unique hockey experience that is separate from their existing minor hockey season. This sport-specific, physical education class provides students with additional on and off-ice training related to the game of hockey. On and off-ice sessions are designed to allow students to further develop their individual skill level, team play, and strength and conditioning. Through such on-ice activities as individual drills, team drills and game simulations, students will continue to develop their skills in the areas of skating, passing, shooting, and team systems. Off-ice sessions provide students with dry-land training designed to increase strength, conditioning and agility. In classroom sessions, students develop fitness and nutritional knowledge while also conducting analysis and critique of a variety of different team systems.

Goals and Rationale:

The rationale of Hockey Skills 10-12 is multilayered. This course is offered in order to meet the needs of local minor hockey players in the district. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor. This course is also offered in order to meet the needs of students who may have never experienced or had the opportunity to play organized hockey. This class allows beginners to experience the game in an affordable and non-threatening environment. The expense of minor hockey precludes many students from playing hockey. This class enables students to learn hockey skills that will allow them to enjoy ice hockey as a lifetime activity. Hockey Skills 10-12 is also designed for students who have other outside of school

time commitments to enjoy and continue to learn the individual and team skills in a controlled school setting. Proficient hockey players are able to refine their skills that stress goal setting, sportsmanship, integrity, and commitment to a class and team.

Students in Hockey Skills 10-12 will gain knowledge in a variety of areas:

1. Goal setting
2. Individual hockey skill development
3. Sports nutrition
4. Character building
5. Mental training
6. Social responsibility
7. Team play
8. Cross training
9. Life skills
10. Options for referee and coach/leadership training.

Indigenous Worldviews and Perspectives:

The First Peoples Principles of Learning recognize that “Learning requires the exploration of one’s identity.” Through observation and participation in Hockey Skills 10-12, the student may develop a greater sense of self, as the student reflects on their own strengths and identity as an athlete. The Hockey Skills 10-12 course affords the student an opportunity to experience a mentorship role through working in a mixed grade grouping. Connectedness and Relationships, Community Involvement, and Emphasis on Identity are key aspects of Aboriginal Worldviews and Perspectives and these are central to student success as a Hockey Skills 10-12 student.

The First Peoples Principles of Learning also recognizes that “Learning involves Patience and Time”. Through experiences over time, students in Hockey Skills 10-12 will continue to develop the skills and competencies needed as they work towards a meaningful graduation.

Course Name: Hockey Skills 10-12

Grade:10-12

BIG IDEAS

Knowledge and application of sport specific rules and regulations create safe and equitable competition	Encountering a wide variety of individual and team drills improves the physical and mental development of a hockey player	Hockey is a team game and understanding team systems is important to becoming a better hockey player	Following proper training guidelines and techniques can help us to reach our health and fitness goals	Making healthy lifestyle involves patience and consistency over time and can help us to become healthy, active participants for life
---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

Learning Standards

Curricular Competencies	Content
<p><u>Students are expected to be able to do the following:</u></p> <ul style="list-style-type: none"> • Demonstrate power skating skills and acceleration techniques • Demonstrate shooting techniques • Demonstrate an improvement in cardiovascular endurance, strength, agility, balance, quickness, power, core, reaction time and flexibility • Demonstrate proper technique while training off ice • Demonstrate the proper technique while performing a dynamic warm-up • Demonstrate an understanding of sound nutritional needs for hockey • Apply feedback from coaches and instructors based on the performance that demonstrates improvement in relation to the learning outcomes • Demonstrate an understanding of issues around self-esteem, self-confidence and self-awareness through reflection on themselves and their observations of others • Demonstrate a process for gaining self-awareness and self-confidence in a positive manner • Demonstrate correct use of all equipment at all times, particularly in the area of hockey safety • Respond in a timely manner to coaching direction for the benefit of themselves and the group/team. • Demonstrate the ability to receive and apply constructive feedback with an open mind and positive attitude • Demonstrate the ability to give positive feedback to their peers • Demonstrate an understanding of the game through scrimmages and game play • Set goals that are specific, measurable, action oriented, realistic and timely • Demonstrate understanding and application of the rules of hockey • Demonstrate ability to apply basic coaching techniques 	<p><u>Students are expected to know the following:</u></p> <ul style="list-style-type: none"> • Proper Skating Techniques, including frontward skating, backward skating, crossovers, starting/stopping, and transition moves • Proper Shooting Techniques, including wrist shot, snap shot, slap shot, backhand shot, onetime shot, and deflection • Proper Passing Techniques, including forehand pass, backhand pass, saucer pass, slap pass, one-touch pass, and bank pass • Hockey Team Systems for the different scenarios/situations of gameplay • Off-ice Conditioning and Cardiovascular Drills that are specifically beneficial for the physical development of hockey players • How nutrition and fitness impact performance and quality of life • The 5 principles of fitness (specificity, overload, recovery, adaptation, and reversibility) • The key components to leading an active and healthy lifestyle, including proper rest and nutrition • Concussion protocol and guidelines for athletes

Big Ideas – Elaborations

- Students will encounter numerous on-ice drills designed to promote individual skill development in the areas of skating, shooting, and passing. Drills will provide both variety and repetition so that students may develop their skills over the duration of the course.
- Physical and mental development of the hockey player will be promoted through drill variations. Variations allow you to modify or build on an existing drill - making changes or adjustments, or adding to the complexity of the drill. As variations are applied to a drill, more is required of the student - both physically and mentally. Students will be required to listen, learn, and adapt.
- An understanding of team systems will be promoted through both on-ice drills and off-ice video analysis sessions. Proper training guidelines and techniques may be provided through classroom sessions, assignments, off-ice activities, and/or guest speakers.
- Knowledge of nutrition and making healthy choices may be provided through classroom sessions, assignments, and/or guest speakers.

Curricular Competencies – Elaborations

- **Power skating**
 - Basic skating to advanced techniques including: efficient and power producing techniques in forward and backward skating, lateral movement, edgework, and all turns
- **Improvement**
 - Pre- and post-testing for all elements of fitness and movement including cardiovascular, explosiveness, and efficiency
- **Dynamic warm-up**
 - Preparing the body for activity by activating all essential muscle groups involved in hockey
- **Constructive feedback**
 - Input from coaches and others that is focused on improvement of fundamental and movement specific skills
- **Goals must be specific, measurable, action-oriented, realistic, and timely**
 - Goals should be clear, detailed, not vague or confusing
 - Able to be evaluated for progress
 - Include a plan
 - Possible and achievable
 - Goals must include an appropriate target date

Content – Elaborations

- **Team systems** include breakout, forecheck and offensive-zone play, backcheck and defensive zone play, neutral-zone play, powerplay, and penalty kill.
- **Off-ice conditioning** - hockey specific strength, endurance, and CV training
 - Off-ice training should be relevant and appropriate to hockey
- **The 5 components of fitness** (specificity, overload, recovery, adaptation, and reversibility)
 - Sports training should be relevant and appropriate to the sport
 - A muscle will only strengthen when forced to operate beyond its customary intensity
 - Rest is required for the body to recover and adapt from training
 - The body will react by adapting to the training loads imposed upon it
 - When training stops, the training effect will also stop
- **Nutrition and fitness** impact performance and quality of life - Students will be able to demonstrate how their choices around eating and exercise impact their lives - Students will develop an appropriate meal and fitness plan that relates to their lifestyle
- **Concussion protocol and guidelines** include the recognition, diagnosis, treatment, and management of sports-related head injuries (BC School sports concussion training modules)
- **Rules of the game**
 - Understanding the rules of the game can lead to certifications in refereeing and coaching
- **Leadership**
 - Basic coaching and leadership skills can be developed through on and off ice experiences and NCCP courses for students over the age of 16.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive Instruction
- Modeling
 - Videotaping and review
- Performance Analysis
- Portfolio, training and goal logs

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

is fair, transparent, meaningful and responsive to all learners

- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction

- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

Books:

- Clark, N. (2003). Nancy Clark's Sports Nutrition Guidebook. Human Kinetics.
- Goldenberg, L. & Twist, P. (2002). Strength Ball Training. Human Kinetics.
- Horrigan, J. & Kreis, E.J. (2002). Strength Conditioning & Injury Prevention for Hockey. McGraw-Hill.
- MacAdam, D. & Reynolds, G. (2001). Fifty-Two Week Hockey Training. HumanKinetics.
- Pollitt, D. (2013). Dryland: Next Level Hockey Training. DP Hockey.
- Smith, M. (2011). The Hockey Play Book. 2005. FireflyBooks.
- Stamm, L. (2009). Laura Stamm's Power Skating, fourth edition. Human Kinetics.
- Walter, R. & Johnston, M. (2018). Hockey Plays and Strategies, second edition. Human Kinetics.
- Willett, P. (2003). The Hockey Coach's Guide To Small-Area Games. Paul Willett International, LLC.

Video and Websites:

- HealthLinkBC (2018) Concussion (Website) <https://www.healthlinkbc.ca/illnesses-conditions/injuries/concussion>
- Hockey Canada Drill Hub: <https://hockeycanada.ca/en-ca/hockey-programs/drill-hub?planid=115471>
- Hockey Canada Skills of Gold: https://www.youtube.com/playlist?list=PLvmVk-BSyd-kywM154NDriC_9ltxdUpL
- BC School Sports CATT For Athletes: <https://cattonline.com/athlete/>
- BC Hockey Intro to Coaching Online Clinic Registration: <https://page.spordle.com/bch/clinics/1edd494a-b61b-6d46-9205-06bba40fa00c>