



TUESDAY, MAY 26, 2020

3:00 PM

VIA ZOOM

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

*Recommendation:*

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

4. APPROVAL OF THE CONSENT AGENDA

- |    |   |         |
|----|---|---------|
| a. | Approval of Regular Board Meeting Minutes: April 28, 2020               | p 1-10  |
| b. | Ratification of In Camera Board Meeting Minutes: April 28, 2020         | p 11    |
| c. | Ratification of Special In Camera Board Meeting Minutes: April 17, 2020 | p 12    |
| d. | Ratification of Special In Camera Board Meeting Minutes: April 8, 2020  | p 13    |
| e. | Receipt of Ministry News  |         |
|    | • Joint statement on Child and Youth Mental Health Day                  | p 14-16 |
|    | • BCTF, BCPSEA ratify agreement under mandate                           | p 17    |
|    | • K-12 students to have optional in-class instruction on June 1         | p 18-21 |
| f. | Receipt of Reports from Trustee Representatives                         |         |
|    | • Oceanside Building Learning Together Coalition – Trustee Young        | p 22    |
|    | • Oceanside Community Track at Ballenas – Trustee Young                 | p 23    |
| g. | Receipt of Status of Action Items – May 2020                            | p 24    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 26, 2020, 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**
- 12. INFORMATION ITEMS**
- a. **Education Update** *(Gillian Wilson/Vivian Collyer)*
- b. **Superintendent Update** *(Keven Elder)*
- i. **June 1 K-12 Restart**
- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Godfrey)* **p 25-26**
- a. **2020-2023 False Bay School Calendar** **p 27**
- Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the school calendar for False Bay School for the 2020-2023 school years as presented.
- b. **2020-2021 School Fees** **p 28-29**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2020-2021 School Fees as presented.
- 14. POLICY COMMITTEE OF THE WHOLE REPORT** *(Trustee Young)*
- a. **Board Policy 100: Sustainable Practices** **p 30-33**
- (previously numbered 4009)*  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 100: *Sustainable Practices* at its Regular Board Meeting of May 26, 2020.
- b. **Board Policy 101: Capital Projects: Tendering, Purchase, Disposal** **p 34-43**
- (merging of 4001, 4002 and 4007)*  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 101: *Capital Projects: Tendering, Purchase, Disposal* at its Regular Board Meeting of May 26, 2020.
- c. **Board Policy 302: Involvement of Communities** **p 44-49**
- (previously numbered 3002)*  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 302: *Involvement of Communities* at its Regular Board Meeting of May 26, 2020.

- d. **Board Policy 304: School Closure, Consolidation or Reconfiguration** p 50-54  
(previously numbered 3004)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* at its Regular Board Meeting of May 26, 2020.
- e. **Board Policy 502: Field Experiences (Trips)** p 55-61  
(previously numbered 5020)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of May 26, 2020.
- f. **Board Policy 617: Selection and Assignment of Exempt Leadership Staff** p 62-67  
(previously AP Only)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 617: *Selection and Assignment of Exempt Leadership Staff* at its Regular Board Meeting of May 26, 2020.
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 68-69
- a. **2019 Carbon Neutral Action Report (CNAR)** p 70-71
- b. **2020/2021 Annual Budget Bylaw** p 72-89  
*Recommendations:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2020/21 fiscal year at its Regular Board Meeting of May 26, 2020.  
  
**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 \$57,330,357 for the 2020/21 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 \$57,330,357 for the 2020/21 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 \$57,330,357 for the 2020/21 fiscal year.

**c. Request from City of Parksville to Rename Room 100**

p 90

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) respectfully deny the request from the City of Parksville to rename Room 100.

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

**17. TRUSTEE ITEMS**

**18. NEW OR UNFINISHED BUSINESS**

**19. BOARD CORRESPONDENCE AND MEDIA**

**20. PUBLIC QUESTION PERIOD**

**21. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, APRIL 28, 2020  
3:00 PM  
VIA ZOOM

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Keven Elder	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Vivian Collyer	Director of Instruction
Chris Dempster	General Manager of Operations
Brian Worthen	Principal, Bowser Elementary School Qualicum District Principals/Vice Principals' Association

**Education Partners**

Mount Arrowsmith Teachers' Association (MATA)

**1. CALL TO ORDER**

Chair Flynn called the zoom meeting to order at 3:00 p.m. and reviewed the protocol for the zoom meeting.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was living, working and playing on the shared territory of the Coast Salish people and appreciated the Qualicum and Snaw-Naw-As (Nanoose) and First Nations for sharing their shared territories with the District.

She then acknowledged that April 28th was the National Workers' Day of Mourning to remember and honour those who have died, been injured or suffered illness in the workplace.

**3. ADOPTION OF THE AGENDA**

**20-37R**

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

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

**CARRIED UNANIMOUSLY**

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: March 10, 2020
- b. Ratification of In Camera Board Meeting Minutes: March 10, 2020
- c. Receipt of Ministry News
  - Tentative Agreement Reached between BCTF and BCPSA
  - Taking steps to keep kids learning during in-class suspension
  - Province helps essential service workers find child care
  - BC brings in more emergency supports for Indigenous students
  - Families throughout BC to benefit from enhanced digital library services
  - Teachers find new, fun ways to connect with students during COVID-19 Pandemic
  - More online options for students to support social, emotional well-being
  - Technology loans giving more children the opportunity to learn at home
  - Education assistants find new ways to help students
- d. Receipt of Status of Action Items – April 2020

**20-38R**

*Moved:* Trustee Godfrey      *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 April 28, 2020, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES****7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Judy Stewart, Acting President, commented on the following:

- Acknowledgement of the Workers Day of Mourning and the sad and tragic events that took place in Nova Scotia that took the life of so many including an elementary school teacher
- Acknowledgement of Workers' Day of Mourning and the loss of so many lives throughout the world from COVID-19 and the work being done by those on the front lines.
- Working and learning in isolation due to COVID-19 and how people are learning the value of education in our society. Parents have discovered that education and learning are both easy, as in incorporating learning in daily tasks, and complex, as in how to introduce those higher learning concepts for older students based on evidence and facts.
- Appreciation of the compassionate messages from administration to the rapid distribution of resources to support the continuity of learning and anticipation that the same compassionate approach will be extended to teachers when they return to the classroom.
- Acknowledgement of the various employee groups in supporting the work of all staff in the district.
- Acknowledgement of teachers who have found creative ways to provide continuity of learning to students from home, while learning new technology and ways of teaching.

- April 27<sup>th</sup> was the opening round 1 of postings with a new process for submitting applications.
- BC Teachers Federation members are voting this week in a provincial ratification vote between the BCTF and the BC Public School Employers Association. Results are expected at the end of the week.
- Local articles are having their own ratification vote over the next several weeks, soon to be followed by the MATA Annual General Meeting.
- Appreciation to senior administrators who have been working with Ms. Stewart for the past few weeks as Acting President and for paying attention to the needs of MATA members as everyone learned the ins and outs of working remotely and using different technology.
- Ms. Comer will return to her duties as MATA President by the May Board meeting.

Chair Flynn thanked Ms. Stewart for stepping into her role as Acting President of MATA and for showing strong leadership in that position, which has been an asset to the hard work everyone has had to do during the pandemic.

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

No Report

Chair Flynn acknowledged the work of all support staff during the pandemic, particularly those providing childminding and custodial services.

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

No Report

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

None

#### **11. ACTION ITEMS**

None

#### **12. INFORMATION ITEMS**

##### **a. Education Update**

Gillian Wilson, Associate Superintendent, commented on the following education/district initiatives and events:

- Acknowledgement of the work done by Judy Stewart in her role as Acting President of MATA.
- Childminding for Essential Service Workers:
  - Acknowledgement of the work being done by staff to support the provision of childminding to essential service workers childminding, which is currently being offered at Springwood Elementary School.
  - Acknowledgement of the Human Resources Department staff in recruiting education assistants as childminders and providing safe work procedures training.
  - Acknowledgement of the team of teachers and school administrators who assisted the education assistants in developing a structure of activities for students each week.

- Acknowledgement of the Springwood Elementary administrative team for their good work in welcoming students into the school.
- Acknowledgement of the school administrators from other sites who have each been taking shifts at Springwood Elementary to ensure that there is always an administrator on site.
- There are currently 34 students attending childminding. Staff ratios are relatively small with accommodations made to ensure social distancing in each space with the number of adults on site as well.
- It was noted that the hours during which childminding is provided is driven by the need of the essential service workers who have registered their children to date.
- False Bay School Calendar
  - Staff have resumed the collaboration and consultation process with the school community.
  - Conversations have taken place with the Principal of False Bay School who will be calling each of the families, teachers and support staff to obtain their input.
  - The goal is to bring back the ultimate calendar for board approval at the May board meeting
- Shared Ed BC
  - The district has participated in this project which began with an invitation to teachers to upload some of their lesson plans which would be shared with teachers across BC. 105 entries were uploaded by just after the spring break period.
  - The project generated \$7800 for the district. While it has yet to be determined how that money will be spent, the Teaching & Learning team have agreed that it should be allocated to providing learning opportunities for teachers.
- Continuity of Learning
  - Teachers are doing a phenomenal job of talking to families to determine their student's individual needs.
  - She then shared a document created by the Teaching & Learning team that is shared with each site through the school administrator which provides a summary of a variety of resources which can be used by teachers and fits with any level based on where the student is at in their learning. The document can be used as a template to be personalized by each site.
  - Teaching & Learning has also moved to on-line collaboration with the first Kindergarten meeting being held this week for teachers to learn from one another as to what their families' needs are and how best to connect with them.
  - Ms. Wilson then shared a video created by a drama teacher at Ballenas Secondary School to support students' connections.
  - The conversation is now moving forward in terms of assessment. The direction from the ministry is bringing wonders and concerns from teachers and senior staff will be providing direction and support in that area – Tandy Gunn, District Principal of Learning Services, at the elementary level and Vivian Collyer, Director of Instruction, at the secondary level.
  - Acknowledgement to the teachers who are also volunteering in the community through the SD69 Backpack program to ensure families in need are still receiving those backpacks of food. Contact Sheila



Morrison at Errington Elementary School if you wish to support the program.

Vivian Collyer, Director of Instruction, spoke to the following:

- Following the spring break period, school teams were connecting with families and students to determine what the main focus for learning would be for each student, what the circumstances were at home, and what would work best for learning.
- At the elementary level, the focus has been on continuing to develop literacy, numeracy and social/emotional learning while continuing core competency development.
- Graduating students are working on completing their Capstone projects
- The Provincial grad assessments for Grades 10 and 11 have been postponed by the Ministry of Education. The Ministry will advise what the alternative for those students will be.
- The Ministry is working with post-secondary institutions to ensure that this year's graduating students will have a seamless transition to post-secondary schools this year.
- Within all schools, the school-based teams have been thinking about school based teams and referrals to counsellors to connect and how can we support. Indigenous Workers are also connecting with students.
- Staff are thinking about assessment and report cards for June and will be working on that this week and next.
- Acknowledgement of school teams (principals, vice-principals, teachers and support staff) on the amount of work they have put into preparing learning for students to ensure continuity of learning and engaging with them remotely; the success they are having is really encouraging.
- Recognition of families during this difficult time for their flexibility and support of learning for their children.
- While these times are challenging, many teachers are enjoying trying new approaches to teaching, while learning new technology and sharing lots of ideas. The potential for continuing this learning into the future is exciting.

It was suggested that some information be provided to the local media that would inform the public of all the work being done in the district to support students and families as well as staff.

**b. Superintendent's Update**

Superintendent Elder commented on the following:

- Acknowledged the Board's work in keeping a steady hand on the tiller of governance during the pandemic.
- Deep appreciation to all of the district's employees, partner representatives, students, parents, families and community partners. Everyone is finding ways to stay strong and resilient and stay positive and connected.
- Particular appreciation to the custodians who have, from day one, continued to attend worksites every day through spring break to present and as they have been redeployed to do extraordinary duties. He noted that the work culture is positive and custodians are proud of the work they are doing.

- Appreciation to the education assistants who are servicing the community and children by childminding for essential service workers at Springwood Elementary School.
- Appreciation to the Springwood Elementary School administration who are overseeing the childminding at that site as well as a team of colleagues who are supporting the work that is ongoing there.
- Everyone is doing work above and beyond the call and everywhere there are people doing extraordinary things
- Reminder that whatever is being done is being done not only out of the best possible judgements in unusual circumstances, but also through the direction of the Provincial Health Officer, local health officers and the Ministry of Education. Staff are finding ways to ensure that the district is abiding by all expectations and requirements while doing so 'the SD69 way' – with compassion and commitment without straying outside of the parameters set by the Provincial Health Officer.
- There is talk of a phased return to work for more than children of essential service workers and those with unique needs and vulnerabilities. The Minister of Education has advised that, at this point, it is too early for a return to school announcement and it was the Superintendent's stance that there not be a return to school this year. If the district were to create an environment for when all children could be invited into schools the district will approach that extremely cautiously within guidelines established by health authorities. The district will take its direction from others with autonomy and concern for its own context.
- Generating grades for secondary students - leadership staff are supporting teachers in doing what they can to work within those parameters. Students still have to continue to engage in key essential learning within a course with outreach from teachers in order to give teachers the confidence to provide a grade and to give students the confidence to move forward. Grads will have to continue with some work to be deemed finished in each course and a grade assigned based on that work. The Capstone and career work, etc. will continue to be supported by teachers doing work on a course by course basis so students can graduate with honour and dignity
- Provision of bursaries and scholarships are still being provided; however, Superintendent Elder has reluctantly informed grads that graduation ceremonies and prom have been canceled. Alternative options are being discussed in order to celebrate the district's grads and senior staff look forward to supporting those conversations.

Trustee Young requested that any ideas for alternate plans to celebrate long service and retiring employees would also be welcome.

- Staff continue to navigate towards next year with school staffing and organization of classes processes continue. The new posting process has gone extremely well.
- Capital planning continues as well.
- Budget planning continues on a delayed timeline.

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

Trustee Godfrey referred to the committee report provided in the agenda package, adding to the gratitude extended to teaching and CUPE staff who have been working hard to offer educational opportunities to students. She noted that the highlight of the education committee of the whole meeting was the presentation from the teachers who attended the Teachers Institute on Parliamentary Democracy in Ottawa in February.

A request to post the vaping presentation on the district website was reiterated. However, it was noted that PASS students had not participated in the survey and a request was made to either include it first or add it to the presentation as supplementary information at a later date.

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

Trustee Young acknowledged the work of all the partners on the policy committee, in particular trustees who are working hard to provide robust policies and administrative procedures which provides the structure which the district needs to move forward. She noted that approval of the administrative procedures would no longer be included in the motions unless there were substantial changes or a new administrative procedure was drafted.

**a. Board Policy 302: Cooperation of School and Learning Communities**  
(previously numbered 3002)

**20-39R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 302: *Cooperation of School and Learning Communities* at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**b. Board Policy 304: School Closure, Consolidation or Reconfiguration**  
(previously numbered 3004)

**20-40R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**c. Board Policy 502: Field Experiences (Trips)** (previously numbered 5020)

**20-41R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

d. **Board Policy 617: Selection and Assignment of Exempt Staff** *(previously AP Only)*

**20-42R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 617: *Selection and Assignment of Exempt Staff* and its attendant Administrative Procedure at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

e. **Board Policy 301: Living Wage** *(previously numbered 3001)*

**20-43R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 301: *Living Wage* at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

f. **Board Policy 503: Animals in Schools and Workplaces** *(previously AP only)*

**20-44R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 503: *Animals in Schools and Workplaces* at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

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

Chair Flynn referred to the committee report as provided in the agenda package.

a. **Capital Plan Bylaw No. 2020/21-CPSD69-01**

**20-45R**

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

**THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**20-46R**

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

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**20-47R**

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

**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. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**20-48R**

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

**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. 2020/21-CPSD69-01 at its Regular Board Meeting of April 28, 2020.

CARRIED UNANIMOUSLY

**b. Annual Facilities Grant Plan 2020/21****20-49R**

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

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

CARRIED UNANIMOUSLY

**c. Letter Submitted by Parksville Lions Housing Society**

Chair Flynn referred to the letter in the agenda package to consider land at back of Craig Street Commons as potential site for affordable housing.

**20-50R**

*Moved:* Trustee Flynn      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) direct staff to further explore and provide information to the Board related to the letter submitted by the Parksville Lions Housing Society, by the June Board meeting.

CARRIED UNANIMOUSLY

**d. Update on Budget Process**

Secretary Treasurer Amos advised that the budget process has been deferred to May due to the pandemic and will look a bit different. Will begin with board during the first week of May followed by stakeholder and public engagement. Ministry has also asked Districts to clearly articulate what assumptions have made and what are the risks and how would we manage them within planning our budgets.

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

No Report

**17. TRUSTEE ITEMS****18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

None

**21. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 4:26 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



## IN-CAMERA MEETING

SECTION 72 REPORT  
April 28, 2020

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### ATTENDEES:

#### Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

#### Administration

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent
Brenda Paul	Director of Human Resources

The Board of Education discussed the following topics:

- Personnel
- Labour Relations
- Pandemic Response

No motions were presented for approval at this meeting

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)  
**SPECIAL IN-CAMERA MEETING**

**SECTION 72 REPORT**  
**April 17, 2020**

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Personnel

No motions were presented for approval at this meeting

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Chairperson

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Secretary Treasurer





SCHOOL DISTRICT No. 69 (QUALICUM)  
SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT  
April 8, 2020

**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations

No motions were presented for approval at this meeting

\_\_\_\_\_  
Chairperson

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Secretary Treasurer



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## JOINT STATEMENT

For Immediate Release  
2020MMHA0026-000829  
May 7, 2020

Ministry of Mental Health and Addictions  
Ministry of Children and Family Development  
Ministry of Education

### **Joint statement on Child and Youth Mental Health Day**

VICTORIA – Judy Darcy, Minister of Mental Health and Addictions; Katrine Conroy, Minister of Children and Family Development; and Rob Fleming, Minister of Education; have released the following statement in recognition of National Child and Youth Mental Health Day:

“Every child has the right to mental-health care when and where they need it. And it is our responsibility, as the adults in their lives, to ensure they get it. Today is Child and Youth Mental Health Day – a day for parents, educators, caretakers and the community as a whole to come together to talk about child and youth mental health and to connect with young people about their mental health. The theme for this year is ‘caring’ and the message is simple: ‘I care about you.’

“It could not be a more-perfect message for these unprecedented and uncertain times. Up to 84,000 children in British Columbia are experiencing a mental health challenge at any given time. Even before COVID-19, B.C. faced an increased demand for child and youth mental health services. Last year alone, 28,000 children and youth received help. This year, that number is expected to be much higher.

“While the pandemic is challenging all of us, it presents unique issues for young people who are missing their friends and social connections, wrestling with new ways of learning and feeling anxious and unsure about what the future holds. Many have seen abrupt endings to things they have worked toward, or anticipated, for years.

“But the pandemic has also shown us that people have an incredible ability to come together – to create community and lift each other up in times of crisis. We are reminded that it does, indeed, take a village to raise a child and that raising a child means caring for the whole child – their physical health and their mental health.

“We have seen that remarkable caring for children from so many people. Teachers are reaching out to students to see how they are doing while also supporting remote learning. School staff are planning creative ways to recognize graduates. Counsellors and support workers are checking in regularly with vulnerable young people. Parents and caregivers are doing everything they can to strengthen caring and social connections because they know that mental well-being is the primary goal right now and well into the future.

“And, across government, it is a goal we share to ensure that every young person is able to build a solid foundation for long-term mental health. A year ago, we launched A Pathway to Hope – our roadmap to creating a system of mental health and addictions care that works for everyone. Prevention and early intervention, catching emerging problems before they become

larger, was a main focus.

“Since announcing the pathway, we have made big strides to provide better mental health care and supports for children, youth and their families. We have increased the number of Foundry locations in the province to nine up and running, and the tenth is on the way. We are building child and youth mental health teams in our school districts. We are expanding the Erase (Expect Respect and Safe Education) program in our schools, and we are working to hire an additional 120 child and youth mental health workers over three years.

“Recognizing the mental health challenges brought on or exacerbated by COVID-19, we have also worked with our partners to launch Foundry Virtual Clinic and to expand access to BounceBack and Living Life to the Full programs. To give parents and caregivers practical advice and strategies to help children deal with anxiety, we have adapted the Everyday Anxiety Strategies for Educators (EASE) at Home program, making it available free online for everyone. We have minimized face-to-face contact at our walk-in clinics and are offering supports and resources virtually using Skype and telephone. Mental health clinicians throughout the province continue to be available to help children and families at no cost, should they require additional support or guidance.

“These extraordinary times have challenged our children in ways they have not seen in their lifetimes – in ways few people have seen. But where there is challenge, there is also the opportunity to make lasting change and to come back better and stronger. More than ever, young people are talking openly and honestly about their mental health.

“As the adults in their lives, we must continue to applaud and encourage these courageous conversations while providing the supports they need. By doing that, we send a very clear message when it comes to the mental health of our children: ‘We care about you.’ Each and every one of you.”

#### **Child and Youth Mental Health Resources:**

Child and Youth Mental Health intake clinics:

[https://www2.gov.bc.ca/assets/gov/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/cymh\\_clinic\\_list\\_march\\_19\\_2020.pdf](https://www2.gov.bc.ca/assets/gov/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/cymh_clinic_list_march_19_2020.pdf)

Ministry of Education Keep Learning website: <https://www.openschool.bc.ca/keeplearning/>

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

WE Well-being: <https://www.we.org/en-CA/get-doing/activities-and-resources/wellbeing/>

SOGI 123: <https://www.sogieducation.org/all-educators#covid-19-response>

EASE at Home:

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/ease>

Ministry of Children and Family Development:

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health>

Family Smart: <https://familysmart.ca/>

Foundry: <https://foundrybc.ca/>

BounceBack and Living Life to the Full: <https://cmha.bc.ca/covid-19/>

Here2Talk: <https://here2talk.ca/>

Y-Minds: <https://www.gv.ymca.ca/mental-wellness>

**Contact:**

Ministry of Mental Health and Addictions  
Communications  
778 587-3237

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## INFORMATION BULLETIN

For Immediate Release  
2020FIN0022-000791  
May 1, 2020

Ministry of Finance  
Ministry of Education

### **BCTF, BCPSEA ratify agreement under mandate**

VICTORIA – Members of the BC Public School Employers’ Association (BCPSEA) and the BC Teachers’ Federation (BCTF) have ratified an agreement under government’s Sustainable Services Negotiating Mandate.

The mandate focuses on improving services for people and ensuring fair and affordable compensation.

The agreement covers more than 45,000 teachers represented by the BCTF who deliver education to students in the province’s 60 school districts.

Negotiated with the assistance of a mediator, the agreement includes:

- A three-year term (July 1, 2019, to June 30, 2022);
- general wage increases of 2%, 2% and 2%;
- a 1% increase in 2020 to the top step of the teacher salary grid in each district; and
- a mediated process on how to support successful bargaining negotiations in future years.

The Sustainable Services Negotiating Mandate supports government’s commitment to improving the services people count on, making life more affordable and investing in sustainable economic growth. The mandate is consistent with B.C.’s commitment to sound fiscal management.

Currently, about 300,000 public-sector employees – 90% – are now covered by tentative or ratified agreements reached under B.C.’s Sustainable Services Negotiating Mandate.

#### **Learn More:**

Learn more about public-sector bargaining in B.C.: [www.gov.bc.ca/psecbargaining](http://www.gov.bc.ca/psecbargaining)

#### **Contacts:**

Ministry of Finance  
Media Relations  
250 213-7724

Ministry of Education  
Media Relations  
250 356-5963

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## NEWS RELEASE

For Immediate Release  
2020PREM0026-000890  
May 15, 2020

Office of the Premier  
Ministry of Education  
Ministry of Children and Family Development

### **K-12 students to have optional in-class instruction on June 1**

Translations available

VICTORIA – Parents will have the choice of bringing their children back to class on a part-time basis this school year as part of BC’s Restart Plan, with the goal of returning to full-time classes in September 2020, provided it is safe to do so.

“British Columbians have worked hard to flatten our curve. As we move into the next phase of our pandemic plan after the May long weekend, the science shows us that we’re ready to bring students back to school safely on a gradual and part-time basis,” said Premier John Horgan. “This will be welcome news for many families who have struggled to adjust to remote and online learning, and for parents who are going back to work. At every step, we will move slowly and make health and safety our top priority. B.C. has done well under the guidance of our provincial health officials, and now is the time to take this next step together.”

To make sure schools are safe for students and staff, the number of students in school each day will be reduced, with most receiving in-class instruction part time. School districts will determine scheduling for classes and transportation arrangements. For kindergarten to Grade 5, this means most students will go to school half time (such as alternating days), while grades 6 to 12 will go to school about one day a week. Children of essential service workers and students needing additional supports will have the option to attend school full time. Families that decide not to send their children to class may continue learning from home.

“School is the place where kids learn how to connect with others and grow together, and it’s incredibly important for students who need extra support to get more time with their teachers and support workers,” said Rob Fleming, Minister of Education. “We’ve looked at what measures other jurisdictions are putting in place and we’re taking direction from our provincial health officials, so students, educators and staff know we’re taking every precaution to protect their health and safety.”

#### **Health and safety**

All boards of education and independent school authorities will be required to implement strict provincial health officer and WorkSafeBC health and safety measures to reduce the risk COVID-19 transmission, including:

- desks spaced apart and avoiding groups or gatherings of students in hallways or other common areas;
- regular cleaning of high-contact surfaces like door knobs, toilet seats, keyboards and desks at least twice a day, and cleaning the school building at least once a day;

- students, educators and staff will be required to clean their hands before entering school property, and there will be more hand-sanitizing and cleaning stations available, with well-stocked supplies;
- staggered drop-offs, lunch and recess breaks, with increased outside time;
- staff and students (or their parents/guardians) must assess themselves daily for symptoms of COVID-19. If any student or staff member has even mild symptoms, arrangements will be made for that person to be returned home;
- one student per seat on school buses, unless children are from the same house. Consider using plexiglass to separate the bus driver from students; and
- students or employees should not share food or personal items like phones, pens or pencils. Clear protocols also need to be in place for the safe and healthy handling of all food items.

### **Gradual approach**

The Ministry of Education has developed a five-stage approach to operate schools, depending on risk of transmission. Schools will also have plans in place for each stage, ensuring they are ready to make changes if there is a risk of transmission, a second wave or a community outbreak.

Each school district and independent school must have its return-to-class and safety plans approved by the ministry before moving to the next stage. The plans will be posted on each district's website for families to access. The ministry will support boards of education and independent school authorities in building these plans, and operations during the pandemic will be regularly monitored.

Since returning to class is voluntary and most students will be attending part time, school leaders will contact families to make arrangements for children to return to in-class instruction. If parents have not heard from their schools by May 22, 2020, they are asked to contact their principal. Parents and caregivers are advised to follow the schedule provided for their child to ensure a safe and orderly restart.

### **Child care**

Many child care centres have continued to operate safely throughout the COVID-19 pandemic to support essential service workers in communities across B.C.

Updated health and safety guidelines for child care settings released by the provincial health officer will support child care centres that were closed to reopen safely as they are able, and will reassure parents as they return to work that their children will be cared for in a safe environment.

Information from the BC Centre for Disease Control states the COVID-19 virus has a very low infection rate in children. As well, children are not the primary drivers of COVID-19 spread in child care facilities, schools or in community settings. Like schools, child care centres will need to take additional precautions to maintain the health and safety of their employees and the children they care for.

"We know that parents will continue to make the right child care decisions for their family, based on their individual circumstances, and providers will do the same for their centres and

the child care professionals who work there,” said Katrina Chen, Minister of State for Child Care. “While we are giving the necessary tools to child care centres to operate safely, it is ultimately the choice of parents and providers.”

New provincial health officer's guidelines for safely providing child care include:

- maintaining the physical space requirements set out in the Child Care Licensing Regulation. Child care centres have sufficient space to support physical distancing between staff without reducing the number of children in care at any one time.
- organizing children into smaller groups and/or spreading children out to minimize direct physical contact.
- cleaning and disinfecting frequently touched surfaces at least twice a day. General cleaning of the centre should occur at least once a day with common cleaning and disinfectant products.
- setting up hand-hygiene stations at the entrance, so children can clean their hands when they enter. If a sink with soap and water is not available, provide hand sanitizer but keep out of children’s reach and supervise its use. Additional hand-hygiene opportunities should be built into the daily schedule.
- staggering the timings of pickup and drop-off. A daily check at drop-off may be conducted by asking parents and caregivers to confirm their child does not have symptoms of common cold, influenza, COVID-19 or other respiratory disease. There is no role for screening children or staff for specific symptoms, checking temperatures or COVID-19 testing. Such activities are reserved for health-care professionals.
- having children outside often, including for learning activities, snack time and play time.
- ensuring each child has their own individual meal or snack. Reusable utensils must be cleaned and sanitized after each use.
- asking parents and caregivers to only bring personal comfort items (e.g., stuffies) if they are clean and can be laundered at the end of each day.

These guidelines will be complemented by WorkSafeBC guidelines for child care providers, which will be released next week.

### **Working together**

As B.C. takes steps towards a recovery by removing some of the restrictions, employers are encouraged to be flexible when it comes to arrangements for parents of school-age students.

The Ministry of Education is working with all 60 school districts, independent school authorities, First Nations schools, teachers, school leaders, support staff, public health officials and all its education partners to co-ordinate the next steps for accommodating more students in class.

“As we look to create our new normal, reopening our schools to in-class learning is an important step,” said Dr. Bonnie Henry, B.C.’s provincial health officer. “It will look different, but will be done in way that is safe for everyone. I want to assure all the staff, students and families that we will face the challenges that come with this transition together – and we will do it in a measured and thoughtful way.”

### **Quick Facts:**



- There are about 5,000 students already in classrooms, including children of essential service workers and those who require extra support.
- Government has invested over \$90 million to support more than 2,600 child care centres to remain open and more than 1,400 centres that have closed so they can reopen in the future.
- Science and research show that children under 19 are at low risk of transmitting COVID-19 and suspending schools only has modest impacts in minimizing the spread of the virus.
- The Ministry of Children and Family Development is providing temporary emergency funding to assist licensed child care centres to stay open, even with reduced enrolment, and to assist centres that temporarily close with fixed costs so they can reopen and serve families when able.
- Temporary emergency funding will continue to be in place and assessed on a go-forward basis, as schools and businesses reopen.

### **Learn More:**

For more information on health and safety standards for K-12 schools, plus accurate, timely information about schools, programs and educational services, including regularly updated frequently asked questions in multiple languages, visit: [www.gov.bc.ca/SafeSchools](http://www.gov.bc.ca/SafeSchools)

More information on health and safety standards for child care, plus the latest COVID-19 related child care information is available at: [www.gov.bc.ca/ChildCareCovid-19Response](http://www.gov.bc.ca/ChildCareCovid-19Response)

WorkSafeBC information:

<https://www.worksafebc.com/en/health-safety/create-manage/joint-health-safety-committees>

<https://www.worksafebc.com/en/resources/health-safety/posters/help-prevent-spread-covid-19-handwashing?lang=en>

<https://www.worksafebc.com/en/health-safety/create-manage/managing-risk/controlling-risks>

<https://www.worksafebc.com/en/health-safety/create-manage/rights-responsibilities>

For the latest medical updates, including case counts, prevention, risks and testing, visit:

<http://www.bccdc.ca/>

Or follow @CDCofBC on Twitter.

For the provincial health officer's orders, notices and guidance, visit:

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

For non-health related information, including financial, child care and education supports, travel, transportation and essential service information, visit: [www.gov.bc.ca/Covid-19](http://www.gov.bc.ca/Covid-19)

For an Arabic translation,

visit: [http://news.gov.bc.ca/files/In\\_class\\_instruction\\_2020\\_ARABIC.pdf](http://news.gov.bc.ca/files/In_class_instruction_2020_ARABIC.pdf)

For a Punjabi translation, visit: [https://news.gov.bc.ca/files/2020.05.15\\_NR\\_School\\_Restart-Punjabi.pdf](https://news.gov.bc.ca/files/2020.05.15_NR_School_Restart-Punjabi.pdf)

For a Chinese translation, visit: [https://news.gov.bc.ca/files/2020.05.15\\_NR\\_School\\_Restart-CN.pdf](https://news.gov.bc.ca/files/2020.05.15_NR_School_Restart-CN.pdf)



## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Community Track (at Ballenas)  
**Meeting Location:** Zoom  
**Meeting Time:** 9:00 AM May 5, 2020

**Mandate:**

To move the Ballenas track project forward in accordance with the Terms of Reference passed in September 2019.

**Fundraising Update:**

Four grant applications were submitted. Details will be in the Secretary-Treasurer's report.

**Updates from Partner Groups:**

City of Parksville Council, Town of Qualicum Beach Council and School District 69 (Qualicum) all reported that the OCT project has been temporarily set aside due to COVID 19 concerns. It was noted that SD69 has been able to move forward sooner to fix the field adjacent to the track as a result of COVID 19. That field looks great!

The Regional District of Nanaimo (RDN) has received the letter that answers the questions raised at the Oceanside Services Committee. These answers are being studied by staff and there is no timeline for a response as yet. It was noted that the next Oceanside Services Meeting is later today.

**Other:**

We decided that it was a good time to begin getting communications out regarding the Track upgrade. The Ballenas Principal and Superintendent of Schools will follow up.

**Next Meeting:**

June 2, 2020 – Time and place TBD.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Building Learning Together Coalition  
**Meeting Location:** Zoom  
**Meeting Time:** Noon May 7 2020

### **Mission Statement:**

Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other, and with community as it relates to the importance of early learning and successful development for young children.

**Our Vision:** Thriving children, families and community

### **Our Goals:**

1. Community Collaboration and Engagement
2. Decrease SD69 EDI Reported Vulnerabilities

### **Items Discussed:**

1. Update on first 2000 days – currently on hold due to COVID.
2. OWHN (Oceanside Wellness and Health Network) – new coordinator and plans for a forum in the future.
3. Updates – The theme since COVID all agencies have changed their focus to meet community needs.
  - a) Parent Support Services – Grandparents parenting Grandchildren groups are continuing virtually. Support Lines are open and busy.
  - b) ACRA (Arrowsmith Community Recreation) – All programs discontinued. Trying to keep people active through suggestions of activities.
  - c) RDN Recreation – Shut down immediately “Like stopping a train” Reaching out to vulnerable families using one to one support. Providing Pre-school games. Increasing on-line presence through Rec Connect. Golden Shoe Event is continuing. Not sure about what summer programs can go ahead. There have been lots of lay-offs.
  - d) Island Health – Nutrition Impact on food security is greater for vulnerable families. Weekly newsletters for families to help with cooking and nutrition.
  - e) OBLT (Oceanside Building Learning Together) – Pooled money that is not being used for programs now and created “Care Packages” for vulnerable families. Deliveries are being made by staff and the results are very heart-warming. Taking the staff time to develop and rebrand especially web presence. The new website will have a “Community Hub” that will include local resources and the vast resources list from the present website will continue. Doing a whole You Tube channel, zoom based circle times, reading stories on-line etc. Technology Learning Centre is answering individual questions on line and giving tutorials virtually.

**Next Meeting:** June 4 (TBC) at noon

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

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Briefing Note re École Oceanside Elementary English Program</b> November 26, 2019</p>	<p>Superintendent</p>	<p>Complete</p>	<p>Complete</p>
<p><b>Climate Action Task Force</b> December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) request staff to prepare a report on the school district's current plans in relation to reducing greenhouse gas emissions, including data and targets related to district operations and transportation</p>	<p>Secretary Treasurer/ Operations &amp; Maintenance Manager</p>	<p>In process</p>	
<p><b>Climate Action Symposium</b> December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	<p>Climate Action Task Force Members</p>	<p>Has been decided to move timeline from spring 2020 to fall 2020</p>	<p>Fall 2020</p>
<p><b>Use of Common Space for Artwork</b> March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	<p>Senior Staff</p>	<p>Deferred due to COVID</p>	
<p><b>Letter from Parksville Lions Housing Society</b> April 28, 2020 THAT the Board of Education of School District 69 (Qualicum) direct staff to further explore and provide information to the Board related to the letter submitted by the Parksville Lions Housing Society, by the June Board meeting</p>	<p>Superintendent/Secretary Treasurer/ General Manager of Operations</p>	<p>In process</p>	



**Education Committee of the Whole Report**  
**Tuesday, May 19, 2020**  
**VIA ZOOM**  
**3:00 p.m.**

**Mandate:** *To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.*

**Attendees:** Trustees Laura Godfrey (Chair), Eve Flynn, Barry Kurland, Julie Austin; Keven Elder, Superintendent of Schools; Gillian Wilson, Associate Superintendent; Vivian Collyer, Director of Instruction; Ron Amos, Secretary Treasurer; Rudy Terpstra, Principal, BSS; Heather Deering, Vice-Principal, BSS; Trish Cathrine, Vice-Principal, BSS; Lisa Pedersen-Skene, Vice-Principal, SES; Lori Marshall, Principal, KSS; Lesley Rowan, Vice-Principal, KSS; Jesse Witte, Principal, PASS/MW; Corleen McKinnon-Sanderson (Vice-Principal, QBES), Debbie Comer, President, MATA; Andrea Button, President, DPAC; Karri Kitazaki, DPAC; Kerri Christie, Natalie Nelson, teacher; Anna Dodds, teacher FBS; Norberta Heinrichs, Counsellor; Victor Kamel (student), Elise Cole (student)

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATIONS:**

- **Emotional Learning Teachers**

This was a high level 'check in' with Natalie Nelson and Kerri Christie to find out how this amended first year was and have they been doing to support teachers during this pandemic. Well being Wednesday emails started out bi-weekly and have turned to once a week.

- **Capstone Presentations**

Two students from Ballenas Secondary School attended and provided an overview of their Capstone projects. Elise's project was visual and Victor's used a MindMap and timeline. Both projects were great and really showed where the students were headed in their future; Elise as a physiotherapist and Victor as a computer scientist.

Two students' presentations were given by Lori Marshall and Lesley Rowan (PVP from Kwalikum Secondary). The first was a video from Isabella that focused on her equestrian endeavors. It was beautifully filmed and spoke of her goal to work with horses and students. The second presentation was from Rachel and her work in a Care Home with a senior who has Lewy Body Dementia. Her goal is medicine. This project was heartfelt also.

**3. SHARED LEARNING**

**4. INFORMATION**

- **Alternative Education Review Update**

Jesse Witte, PASS/MW Principal, attended to provide an update. Unfortunately, many things have been postponed due to COVID, but it is anticipated that the momentum will continue in the new school year. The Trustees have asked for regular updates around the Alternative review for the next few Education Committee meetings.

There was also continued discussion around LEAP and the location for the program; however, there will be no changes for September 2020. PASS is considering a redesign and refocus with curriculum development and community supports.

Woodwinds - perhaps a 'soft Alt' at both KSS and BSS and keep existing program at current location.

**5. DISCUSSION**

- a. Request for Approval in Principle for a Kwalikum Secondary School Category 4 Field Experience to Portugal and Spain during spring break 2021 – the committee determined that it would not be forwarding the request to the Board for approval in principle.
- b. 2020-2021 School Fees
- c. 2020-2023 False Bay School Calendar

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

**a. 2020-2023 False Bay School Calendar**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the school calendar for False Bay School for the 2020/2021 school year only.

**b. 2020-2021 School Fees**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve the 2020-2021 School Fees as presented.

**7. QUESTION PERIOD**

**8. NEXT MEETING DATE**

- Tuesday, June 16 - Time and Location TBD

**9. ADJOURNMENT**



**REVISED: False Bay School Calendar (Three Year) 2020 to 2023**

Designation	2020-2021	2021-2022	2022-2023
Days in Session	178	TBD	TBD
Days of Instruction	170	TBD	TBD
Instructional Hours Elementary	878	878	878
Instructional Hours Secondary	952	952	952
<b>Schools open</b>			
Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only	Tuesday September 8	Tuesday September 7	Tuesday September 6
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday September 9	Wednesday September 8	Wednesday September 7
District-wide Planning Day Non Instructional Day	Thursday September 17	Thursday September 30	TBD
Professional Development Day Non-instructional Day	Friday September 18	Friday October 1	TBD
Thanksgiving Day	Monday October 12	Monday October 11	Monday October 10
Conferencing Adjustment Non-instructional Day	Thursday October 22	Friday November 12	Thursday October 20
Provincial Professional Development Day Non-instructional Day	Friday October 23	Friday October 22	Friday October 21
Remembrance Day	Wednesday November 11	Thursday November 11	Friday November 11
Altered Friday	Friday, November 20	TBD	TBD
Altered Friday	Friday, December 4	TBD	TBD
Winter Vacation Period	December 21 to January 1	December 20 to December 31	December 19 to December 30
Schools Reopen after Winter Vacation	Monday January 4	Tuesday January 4	Tuesday January 3
Altered Friday	Friday, January 15	TBD	TBD
Altered Friday	Friday, January 29	TBD	TBD
Secondary Semester Two Begins	TBD	TBD	TBD
Altered Friday	Friday, February 5	TBD	TBD
Professional Development Day Non-instructional Day	Friday February 12	Friday February 18	TBD
BC Family Day	Monday February 15	Monday February 21	Monday February 20
Altered Friday	Friday, February 26	Friday, February 4	Friday, February 10
Spring Vacation Period	March 15 to March 26	March 14 to March 25	March 20 to March 31
Schools Reopen after Spring Vacation Period	Monday March 29	Monday March 28	Monday April 3
Good Friday	Friday April 2	Friday April 15	Friday April 7
Easter Monday	Monday April 5	Monday April 18	Monday April 10
Altered Friday	Friday, April 23	Friday, April 8	Friday, April 28
Altered Friday	Friday, May 7	TBD	TBD
Conferencing Adjustment Non-instructional day	Friday May 21	Friday May 20	Friday May 19
Victoria Day	Monday May 24	Monday May 23	Monday May 22
School-Based Professional Development Day Non-instructional day	Friday June 4	Friday June 3	TBD
Final Day for Students Schools dismiss three hours early	Tuesday June 29	Wednesday June 29	Thursday June 29
Administrative Day Non Instructional Day	Wednesday June 30	Thursday June 30	Friday June 30



## Student Fees 2020-2021

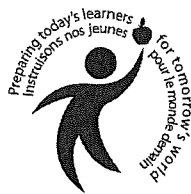
School	Activity or Resource	Fee
<b>AES</b>	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	7.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>BES</b>	Cooking Program (Grades K/1)	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim program (Grade 3)**	20.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>EES</b>	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	5.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim program (Grade 3) ***	Up to 45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>NBES</b>	Music Recorder - <i>if requested by music teacher</i>	Up to 7.00
	Ukulele Program – <i>if requested by music teacher</i>	Up to 25.00
	Student Planner	8.00
<b>EOES</b>	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>QBES</b>	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3)**	40.00
	** The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>SES</b>	Combination Lock – Grades 6/7 - <i>Optional</i>	7.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	Ukulele Program (Grades 4 - 5) – <i>Optional</i>	25.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	





## Student Fees 2020-2021

<b>PASS/WW</b>	Student Activity Fee – Woodwinds	NA
	Nutrition Program (Fee per semester)	40.00 per semester if can
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	NA
<b>BSS</b>	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
<b>KSS</b>	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
<b>CEAP</b>	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Graphing Calculators Deposit – Refundable	25.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
<b>CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT</b>		
	Four Credit Course <i>(excluding free BC Ministry of Education courses)</i>	400.00
	Student Fee	50.00
<b>PROGRAMS OF CHOICE</b>	<p>School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> that provide unique learning opportunities for our diverse student population. In some cases a <i>Program of Choice</i> may result in a fee per student. For further information, please see “<i>Education Programs – Programs of Choice</i>” page located on the School District 69 website (<a href="http://www.sd69.bc.ca">www.sd69.bc.ca</a>).</p>	

**Context:**

The Board of Education recognizes **a world-wide climate emergency is occurring**, the importance of environmental sustainability in meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The Board acknowledges that **Environmental sustainability is the a joint responsibility of trustees, senior staff, principals/vice principals, teachers, students and support personnel: staff, parents and community.**

**Policy Statement:**

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

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

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

**Guiding Principles:**

The Board is committed to the following guiding principles:

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

**Definitions:**

The Board of Education defines sustainable practices as **are** those business, **educational**, and individual practices that **result in** minimize energy, waste and water consumption, resulting in utility cost savings and a smaller carbon footprint **and enhanced presence in our curriculum** for the school district through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: Reduce, Reuse and Recycle.

**References:**

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

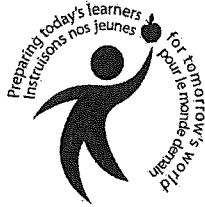


**Dates of Adoption/Amendments:**

Adopted: 92.02.25

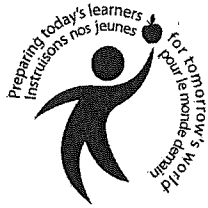
Amended: 94.02.22: 16.08.31

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**Requirements**

1. It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.
2. The fulfillment of this mandate is the joint responsibility of the Board of Education, Senior Staff, Principals/Vice Principals, teachers, students and support personnel **staff**. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - a. Integration of environmentally sustainable considerations into the school district's business decisions related to:
    - i. Lighting
    - ii. Heating, ventilation, air conditioning systems
    - iii. Renovation and new construction
    - iv. Recycling programs
  - b. Purchasing policies that encourage suppliers to meet or exceed the district's environmental management standards.
  - c. Mechanisms to regularly assess and continually improve the district's environmental sustainability performance.
  - d. **Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.**
3. The General Manager of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The General Manager of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
5. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the General Manager of Operations.
6. **Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board policy 502.**
7. Teachers and support staff will **are encouraged to** use a variety of curricular materials to provide the opportunity for students to participate in energy management initiatives.
8. The District shall encourage the use of an environmental theme, at every level, as a focus for integrating existing curriculum.



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

**References:**

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

**Dates of Adoption and Amendments:**

Adopted: 16.08.31

Amended:



**CAPITAL PROJECTS: TENDERING, PURCHASE AND DISPOSAL**

**Context:**

The Board of Education recognizes its has a responsibility to carefully manage public funds and therefore requires that fair and transparent processes be developed implemented and regularly reviewed to ensure best value to the Board for both tendering and disposal.

**Policy Statement:**

It shall be the policy of t The Board of Education to requires that purchases and disposals be made with consideration of best value, which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact. When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

**Guiding Principles:**

- 1. All tendering, purchase and disposal will be based on the following priority list:**
  - a) Environmental impact including local sourcing**
  - b) Best value including cost, quality, servicing, maintenance, life span and sourcing locally.**
  - c) Supply, both short and long-term**
  - d) Disposals will be based on fair market value**

**Definitions:**

**References:**

*Administrative Procedures: Capital Projects: Tendering, Purchase and Disposal*

**Dates Adopted/Amended:**

Adopted: 16.08.31



BOARD POLICY 404 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

**Purpose**

These procedures describe the means by which Board Policy 101 will be enacted.

**Authority**

1. The Secretary Treasurer or designate is authorized to approve the expenditure of funds within approved Capital Budgets for all project work.
2. The Secretary Treasurer or designate will have authority to accept and approve individual change orders to capital projects, providing that funds are available.
3. The Secretary Treasurer shall report to the Board, for information, capital expenditures which are of significance and of public import whereby the resulting expenditure has an affect of enhancement of the district's capital facilities.

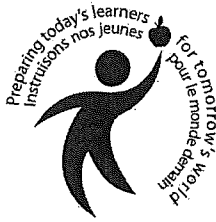
**General Guidelines**

Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

Purchasing Decision Matrix				
	Determination of Supplier		Payment Process	Approver
	Quote	Tender		
< \$1,000	N	N	Purchasing Card/Expense Claim with Receipts	Local
> \$1,000	Verbal	N	Invoice	Local
> \$5,000	Written	N	Invoice	Local
> \$10,000	Written	N	Invoice	Secretary Treasurer or designate
> \$25,000	N/A	Non-Advertised	Non-Advertised Tender	Secretary Treasurer or designate
> \$50,000	N/A	Public	Public Tender	Secretary Treasurer

**Use of Requisitions (Requests for Purchase Orders)**

All supplies, services, and equipment being purchased over \$1000 must be covered by a requisition initiated by the school or district department. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order



BOARD POLICY 404 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

when signed by the secretary-treasurer or designate. The only exceptions to this requirement are as follows:

- a. With prior authorization from the employee's supervisor/Principal, employees may purchase items through petty cash or purchasing card.
- b. Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a Reimbursement Requisition form with receipts attached.
- c. Gas and fuel refills.

**Exceptional Circumstances**

The secretary-treasurer may authorize the immediate purchase of any item or service without recourse to the provisions of this procedure where:

- a. staff, student or public safety is in question;
- b. purchase will prevent damage to School District facilities;
- c. essential services will be restored; and/or,
- d. essential physical plant services will be restored.

It is not necessary to tender or go through the quotation process for purchases of used items and legal services.

**Determination of Suppliers**

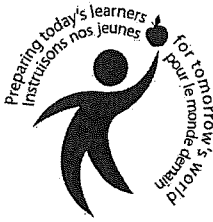
Purchasing Card Program

The Purchasing Card Program is not intended to avoid or bypass purchasing policies and procedures as outlined in these regulations. Instead, it is intended to provide flexibility and autonomy to the user while complementing current existing purchasing procedures and payment guidelines. Unlike personal charge cards, the P-Card Program incorporates controls over certain types of expenditures. These controls ensure that the P-Card can only be used with specific types of merchants and within specific dollar limits.

Quotations Process

- a. Request for quotes can take the following forms:
  - i. Written quotations from three or more sources in response to a written request. Responses may be submitted by fax or email;
  - ii. Verbal quotations given by two or more supplier representatives, usually by telephone. Such quotations are to be recorded by the requester and retained with the purchase order;
- b. All things being equal quality and suitability preference shall be given to local firms, then BC and then Canada. Local and provincial firms which have previously supplied the school district will continue to be given the opportunity to provide quotations on items similar to those which they normally supply. Should a school or department wish an exemption from requesting quotes from previous suppliers, approval must first be obtained from the secretary-treasurer.





BOARD POLICY 404 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

- c. Quotations must be solicited from a minimum of three (3) suppliers, except when less than three (3) are known. If assistance is required with the names of potential suppliers, contact the School Board Office, Maintenance Department, or Learning Resources Centre as appropriate.
- d. Quotation forms may be forwarded to suppliers either direct or through the School Board Office.
- e. Copies of quotations received must be kept with the purchase documentation for later verification.
- f. The requisition must include the date of the quote and other pertinent details, such as whether or not delivery cost is included in the price. Incomplete requisitions will not be approved.
- g. If quotations are obtained from less than three suppliers, or if purchase from other than the low bidder is recommended, a memorandum of explanation must be kept with the purchase documentation.

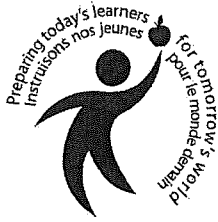
Petty Cash Administration

The policy on the use of Petty Cash is as follows:

- a. Petty cash will not be used without prior approval of the principal.
- b. Petty cash will be reimbursed **ONLY** if submitted within thirty (30) days of the purchase.
- c. To reduce the administrative burden created by the use of petty cash, school principals will set and monitor the limit of purchase using petty cash.
- d. There will be no administration conducted by accounts staff to obtain tax rebates on petty cash purchases.
- e. Schools and departments are to submit a remittance form on a bi-weekly schedule.
- f. This policy does not apply to the purchase of equipment and technology hardware/software as these purchases should be made through the Information Technology and/or Operations and Maintenance departments.
- g. Suppliers with poor performance records should have their vendor registration revoked for periods of time. To enable this to be defensible, schools should send documented instances to the warehouseman for compilation.

Tendering

1. All projects having an estimated value in excess of \$50,000.00 that would be funded through the Capital Plan or Local Capital budget shall be subject to a full public tender and tendered as a "Stipulated Sum Contract".
2. Projects having an estimated value of up to \$50,000.00 may be handled by selective tenders from a minimum of three bidders if possible. Only bidders appropriately qualified to perform the work or provide the service should be considered. Full tender documentation would not be required in this instance.
3. All invitations to tender shall be circulated as widely as possible.



BOARD POLICY 404 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

4. Invitations to tender shall be open for a minimum of fifteen working days from the date the invitations were made public.
5. All tenders shall be submitted on the documentation provided and in a sealed envelope clearly marked "Tender: Do Not Open". Tenders submitted by facsimile and received by tender closing will be accepted.
6. Tenders received shall be clearly marked with the date and time of receipt and held unopened until the official tender closing. Tenders received after the tender closing time shall be marked "Late Tender", remain unopened and returned to the bidder by the Secretary Treasurer or designate.

**Opening of Tenders**

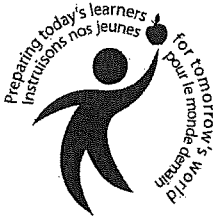
1. The Board shall be made aware of all tender closings.
2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and the Properties Department designated contact person.
3. The consultant shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.
4. The lowest qualified tender received, that is supported by a recommendation from the consultant shall form the contract, providing that it is within the budget approved.
5. Tenders funded from a Capital Plan must receive Ministry of Education approval.
6. To award a contract to other than the low bidder, it must first be approved by the Board and supported by a written recommendation from the Secretary Treasurer or designate, giving full justification for the recommendation.

**Withdrawal of Tenders**

Tenders may be withdrawn personally, by written notice, fax, or email provided such notice of withdrawal is received by the appropriate member of senior management or delegate prior to the tender closing time.

**Revisions of Tenders**

- a. A tender already delivered to School District No. 69 (Qualicum) (owner) may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.
- b. Please note in the case of faxed revisions to tender, School District No. 69 (Qualicum) assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the appropriate member of senior management or delegate prior to closing time.
- c. Alterations, qualifications or omission to the tender form may be cause for rejection.



- d. Failure to complete the tender document may result in rejection of tenders submitted.

Awarding of Tender

- a. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- b. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and School District No. 69 (Qualicum).
- c. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- d. This tender, if awarded, may be in whole or in part and School District No. 69 (Qualicum), reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- e. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

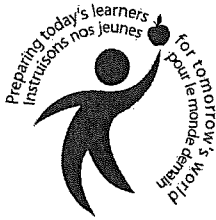
Insurance Clauses

The successful bidder must provide proof of the required insurance within five (5) business days of notice of award prior to proceeding with the work.

Indemnification

Notwithstanding the provision of coverage and insurance by the owner, the contractor will indemnify and save harmless the owner, its employees and agents, from and against any and all losses, claims, damages, actions, causes of action, costs and expenses that the owner, may sustain, incur, suffer or be put to at any time either before or after the expiration or termination of this contract, where the same or any of them are based upon, arise out of or occur, directly or indirectly by reason if any act or omission of the contractor or of any agent, employee, officer, director or subcontractor of the contractor pursuant to this contract, excepting always liability arising out of the independent negligent acts of the owner.

1. The contractor shall, without limiting its obligations or liabilities herein and at its own expense, provide and maintain the following insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the owner:
  - a. Comprehensive General Liability in an amount not less than \$2,000,000 inclusive per occurrence against bodily injury and property damage. The owner is to be added as an additional insured under this policy. Such Insurance shall include, but is not limited to:
    - .01 Products or Completed Operations Liability;
    - .02 Owner's and Contractor's Protective Liability;
    - .03 Blanket written Contractual Liability;
    - .04 Contingent Employer's Liability;
    - .05 Personal Injury Liability;
    - .06 Non-Owned Automotive Liability;
    - .07 Cross Liability;



BOARD POLICY 404 101 - ADMINISTRATIVE PROCEDURES

TENDERING, PURCHASING AND DISPOSAL

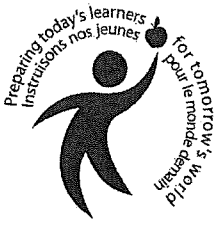
- .08 Employees as additional Insured's;
- .09 Broad Form Property Damage;
- .10 Broad Form Completed Operations;

and where such further risk exists:

- .11 Shoring, Blasting, Excavating, Underpinning, Demolition, Pile driving and Caisson Work, Work below Ground Surface, Tunneling and Grading, as applicable
  - .12 Elevator and Hoist Liability; and
  - .13 Operation of Attached Machinery.
- b. Automobile Liability, on all owned or leased vehicles in an amount not less than \$2,000,000.
  - c. Aircraft and/or Watercraft Liability, where applicable, for all owned or non-owned craft operating or used in the performance of the work by the contractor, in an amount not less than \$5,000,000 per occurrence and including aircraft passenger hazard liability, where applicable:
  - d. Property insurance, which shall cover all property, of every description, to be used in the construction of the work, against "All Risks" of physical loss or damage, while such property is being transported to the site, and thereafter until substantial performance of the work. Such policy of insurance shall extend to protect the interest of the owner, and shall contain a waiver of subrogation against the owner.
- 2. All the foregoing insurance shall be primary and not require the sharing of any loss by any insurer of the owner.
  - 3. The contractor shall provide the owner with evidence of all required insurance prior to the commencement of the work or services. Such evidence shall be in a form acceptable to the owner. When requested by the owner, the contractor shall provide certified copies of required insurance policies.
  - 4. All required insurance shall be endorsed to provide the owner with thirty (30) days advance written notice of cancellation or material change.
  - 5. The contractor hereby waives all rights of recourse against the owner with regard to damage to the contractor's property.
  - 6. The contractor shall require and ensure that each subcontractor maintains liability insurance comparable to that required above.
  - 7. Unless specified otherwise, the duration of each insurance policy shall be from the date of commencement of the Work until the date of the final certificate for payment.

**Bonds**

The contractor shall enclose a Bid Bond or certified cheque in the amount of ten percent (10%) of the total of the tender figure(s) in the lawful money of Canada, made payable to the owner.



### Project Architects

1. The Architect may be used for projects having an estimated value up to \$500,000.00, without inviting other proposals.
2. Projects having an estimated value over \$500,000.00 require that proposals be requested from at least three appropriately qualified Architects.
3. Architects to be appointed for projects valued over \$500,000.00 require approval from the Board supported by written recommendations from the Secretary Treasurer or designate.
4. Selection of the successful Architect will be based on the following criteria and reference checking by the Secretary Treasurer or designate.
  - a. Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
  - b. Comprehension and analysis of potential problems, strengths and weaknesses of the building or of the site.
  - c. Awareness of the time factors involved in school projects and one established in co-operation with the Board, a commitment to adhere to the schedule.
  - d. Creativity in design.
  - e. Previous experience in building schools and awareness of teaching techniques and methodology.
  - f. Structural, mechanical and electrical engineering capability.
  - g. Supervision of construction: frequency of visits to the job site and specialist supervision.
  - h. Any criteria unique to the project and approved by the Board.

### Disposal of Capital Assets

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
  - a. consider the future educational needs of the school district and the effect of the disposal of same.
  - b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
  - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.
2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.



3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education with:
  - a. a copy of the authorizing bylaw; and
  - b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

#### **Disposal of Surplus Material**

Where equipment, vehicles or materials are considered surplus to the needs to the School District and are expected to have resale value, the Secretary Treasurer may direct these items be disposed of in any one of the following ways:

- a. Offered for sale to public bodies
- b. Sold at public auction;
- c. Sold by public or invited tender;
- d. Sold at a fixed price public sale
- e. Sold privately (Private sale shall be restricted to items which have previously been offered under a, b, c, or d above or where the potential benefits of such a process are greater than the costs of it.)

The cost of disposing of the item must not exceed the expected resale value.

Equipment, vehicles or material will not be sold to school district employees unless they are the successful bidder in a public tender process.

Where equipment or materials are considered surplus to the School District's need and do not have a resale value, the Secretary Treasurer or designate may authorize items to be disposed of according to environmentally acceptable practices including,

- a. salvaged for parts
- b. scrapped
- c. traded in for credit against purchases.

#### **Disposal of Surplus School Buses**

Whenever possible, surplus school buses shall be traded to bus dealers provided the trade price is deemed to be of fair market value.

Only if a surplus school bus cannot be traded to bus dealers, any alternating flashing lamps and any stop arm fitted to the school bus must be removed and all school district identification, any School Bus lettering and the warning signs associated with the alternating flashing shall be removed prior to any surplus school bus being offered for public tender.



**References:**

- Board Policy 401: Capital Projects: Tendering, Purchase and Disposal
- Board Policy 301: Living Wage
- The School Act
- Ministerial Order (M193/08) Disposal of Land or Improvements Order

**Dates of Adoption/Amendments:**

Adopted: 16.08.31

Amended:

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**COOPERATION INVOLVEMENT OF SCHOOL AND LEARNING COMMUNITIES AND VOLUNTEERS**

**Context:**

The Board of Education of School District 69 encourages initiatives which support of student learning and achievement by enriching the quality of co-operation between our schools and our community. ~~Such initiatives are responsive to the Board of Education's legislated expanded mandate. [School Act s.(1),s. 81.1, s.86.]~~

**POLICY Statement:**

**The Board commits to inclusion of all voices in their decision-making and believes that hearing and understanding differing points of view will strengthen decisions that are made by the Board.**

**Guiding Principles:**

1. ~~The Board of Education believes that parents, students, MATA and CUPE unions, management representatives, and community volunteers play a vital role in the public education of their children and in their school lives as the foundation of school/community co-operation.~~
2. ~~The Board of Education values consultation and transparent processes with all partners in education and provides a variety of opportunities for sharing information as well as for receiving advice and recommendations from all interested parties, partner groups.~~

~~The Board of Education recognizes that each of its principals and vice-principals is an integral member of the district's leadership team and as such welcomes their participation.~~

3. ~~The Board of Education values the points of view and involvement of parents through organizations and believes the District Parent Advisory Council contributes by promoting open communication and cooperation between parents, schools, the District and the Board. The Board of Education encourages all school-based Parent Advisory Councils to participate in the District Parent Advisory Council.~~
4. ~~In addition, t The Board of Education believes that strong, organized collaboration with other ministries, community agencies, service providers, and other appropriate community organizations across the district will ensure optimal support for students and their families and will, over the long term, enhance the opportunities for success enjoyed by our for students.~~

**Reference:**

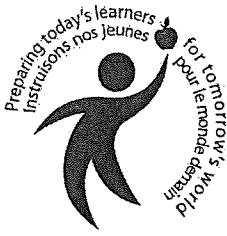
- *Administrative Procedure: Cooperation of School and Learning Communities*
- *Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VIS)*
- **School Act s.(1), s. 81.1, s.86.**

**Dates of Adoption/Amendments:**

Adopted: 07.11.27

Amended: 15.11.24: 18.02.27: 19.08.27





BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES AND VOLUNTEERS

Purpose

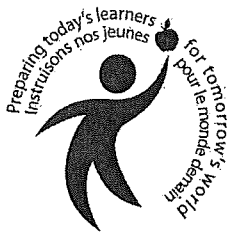
The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

Cooperation

- a. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
- b. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
- c. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
- d. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

Board Committees and Processes

1. The Board's Policy Advisory Committee standing committees (Education, Finance and Operations, Policy Advisory) will include invited representatives from the partner groups (CUPE 3570, MATA and DPAC) as well as representatives of district and school leadership.
2. Agendas for Board standing committees will be posted and the public will be welcomed to attend.
3. Throughout the process of development of the annual school district operating budget, public and partner involvement will be encouraged prior to approval by the Board.
4. Regular reports to partners and the public on the status of the current year's operating budget will be provided at regular public board meetings on a schedule determined by the Board.
5. Presentations, reports and recommendations from partners, committees and others on matters of interest and concern to the Board will be received at public Board Meetings.
6. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.



BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES AND VOLUNTEERS

7. The Board will welcome and consider student input through the work of Superintendent's a district student leadership team.
8. It shall be recognized that all final decisions rest with the Board.

**Volunteers in Schools:**

The Board of Education expects its schools to be safe, secure environments for students. Therefore, the use of volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

1. Role of Volunteers

A volunteer:

- a. May provide services at or for a school, provided it does not result in the displacement of an employee, subject to these regulations and to the *School Act* and Regulations.
- b. Can complement the skills and expertise of staff so as to enrich learning experiences for students.
- c. Will perform tasks only under the supervision and/or guidance of employees.
- d. Must not be assigned tasks that would violate the privacy of students or the students' families, and will not be provided access to student records.

2. Recruitment, Selection and Training of Volunteers

Recruitment, selection, assignment and training of volunteers are done at the school level. The Principal or Principal's designate shall be responsible for:

- a. Screening and selection of volunteers.
- b. Ensuring that all volunteers having unsupervised access to children authorize the local RCMP office to conduct a Police Information Check with Vulnerable Sector Screening (PIC-VS). The result of this Police Information Check with Vulnerable Sector Screening (PIC-VS) must be satisfactory to the Board. (*See Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)*)
- c. Orientation and training of volunteers.
- d. Decisions regarding the continuation or discontinuation of a volunteer's services or a volunteer-based program (it must be recognized that some applicants may not be suitable for volunteer work in a school setting).
- e. Overall supervision of volunteers.

3. Assistance for Volunteers

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:



BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES AND VOLUNTEERS

- i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
  - ii. Processes of signing in by volunteers.
  - iii. Staff responsibilities with respect to volunteers.
  - iv. Review of school confidentiality requirements for volunteers.
  - v. Emergency procedures, including emergency evacuation, accident procedures.
  - vi. School Code of Conduct.
  - vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern, and providing that permission has been given for the release of the information.
- b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct.
  - c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
  - d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow Board Policy 605: *Resolution of Complaints*.

4. Conduct of Volunteers

Volunteers are required to:

- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
- b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
- c. ~~Comply with the requirements of Board Policy No. 4085 – Smoke Free Environment, when volunteering with students.~~
- d. Comply with the requirements of Board Policy No. 5020 – ~~Co-curricular or Extra-curricular Activities~~ **Field Experiences - Trips**
- e. Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
- f. Direct questions and concerns either to the employee with whom the volunteer is working or to the Principal.

**Parent Advisory Councils:**

The Board supports the involvement of parents through school Parent Advisory Councils (PACs) and the District Parent Advisory Council (DPAC), all in keeping with the School Act and Regulations.

1. Only one Parent Advisory Council per school will be recognized.



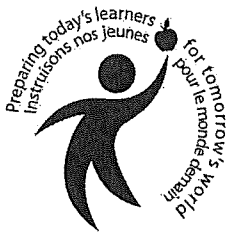
BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES AND VOLUNTEERS

2. Each Parent Advisory Council shall apply to the Board for recognition.
3. Each Parent Advisory Council shall work in consultation with the Principal of that school.
4. ~~The Board shall receive a copy of each Parent Advisory Council's constitution and bylaws.~~
5. Parent Advisory Councils shall follow School District Incident and Claim reporting procedures.

**District Parent Advisory Council:**

1. The District Parent Advisory Council is established by the Board and functions as outlined in the *School Act* Sec 8.4 and 8.5.
2. The District Parent Advisory Council shall function under its required set of bylaws which are to be filed with the Board; and shall, in its operation, be subject to the *School Act* and Policies of the Board.
3. Each school Parent Advisory Council may elect annually one of its representatives on the District Parent Advisory Council for a term of not more than one year.
4. The District Parent Advisory Council will convene monthly, with the Superintendent of Schools or designate, on dates that do not conflict with Board meetings. The Superintendent or designate and/or Trustee of the School District may attend in a non-voting capacity.
5. The District Parent Advisory Council shall work in consultation with the Superintendent of Schools or designate and will have access to information regarding District and school programs, policies, procedures and operations.
6. The Superintendent of Schools will assist the District Parent Advisory Council by providing meeting facilities and facilitating the use of district communication systems.
7. The Board will provide an opportunity on the Regular Board Meeting Agenda for the District Parent Advisory Council Chairperson or designate to report to the Board.
8. The District Parent Advisory Council may:
  - a. Advise the Board on any matter relating to education in the school district.
  - b. Provide a communication link between the Board, parents and the community.
  - c. Serve as an advocate for parents and students.
  - d. Identify and bring to the attention of the Board issues and concerns affecting students, parents and schools in the district, with the exception of personnel



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matters and personal and confidential information about students, parents teachers and other employees or members of the school community.

**District Student Leadership Group**

- 1. Under the auspices of the Superintendent or designate, a group of student leaders will be called together on a regular basis to discuss matters of mutual interest and concern.**
- 2. The district student leadership group will be asked to provide input to the Board on matters of importance including budget development, educational programming, environmental considerations and Board policy.**
- 3. The Board will support initiatives arising from student voice on the understanding that those initiatives align with Board direction or can shape future direction of the Board and the district.**

**References:**

- Board Policy 302: Cooperation of School and Learning Communities
- Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)

**Dates of Adoption/Amendments:**

Adopted: 07:11:27

Amended: 15.11.24: **18.01.23**

DRAFT

## SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

**CONTEXT:**

1. The Board of Education recognizes that fluctuating student enrollment patterns may necessitate the closure, consolidation, or reconfiguration of district schools. ~~Such a decision may be considered when an analysis indicates that school closure, consolidation, or reconfiguration is warranted from an educational, demographic or fiscal perspective.~~
2. The Board is responsible for providing the best educational situation for students while effectively managing district resources.

**POLICY STATEMENT:**

~~The intent of a~~ Any proposed closure, consolidation, or reconfiguration of district schools ~~is to~~ will ensure ~~that these~~ facilities are used ~~as effectively as possible in order that educational resources are focused on programs and services that~~ to support student learning.

**Guiding Principles:**

~~The Board of Education believes that one of its most significant responsibilities is to provide school facilities throughout the Qualicum School District that will best meet the needs of all students. As a matter of general principle, t~~

1. The Board believes that students should have the opportunity to attend a school as close to the students' homes as possible. ~~The Board of Education also recognizes that the number, location and configuration of these schools must be considered in the broad context of educational programming needs of students and Board responsibility for stewardship of available resources.~~
2. The Board recognizes the importance of maintaining adequate spaces for specialized services such as support services, exploratories and other educational purposes.
3. The Board ~~is keenly aware that~~ understands schools ~~and their students~~ are an integral part of the community and that any potential closure, consolidation, or reconfiguration of schools is likely to be a matter of considerable public concern. ~~In recognition of this fact, t~~ The Board will intensively consult extensively with all interested parties engage in consultation with its partner groups and the broader community as soon as a school is considered for closure, consolidation or reconfiguration.

**Definitions:**

*Permanent School Closure* means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

*Consolidation* means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

*Reconfiguration* means the reorganization of the existing grade structures of schools in the district.



**SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION**

*Page 2 of 2*

**References:**

- School Act (Sections 22, 65, 73, 85, 100)
- Ministerial Order (M194/08) School Opening and Closure
- Administrative Procedure: School Closure, Consolidation or Reconfiguration

**Dates of Adoption/Amendments:**

Adopted: 91.07.09:

Amended: 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 2000: Board Review  
March 2003: 09.05.26: 10.04.27: 11.11.22: 15.10.27: Renumbered/Reviewed 19.08.27



BOARD POLICY 304 - ADMINISTRATIVE PROCEDURES  
SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

**Purpose**

**The purpose of this Administrative Procedure is to provide clarity around procedures that will be used in support of Board Policy 304: School Closure, Consolidation or Reconfiguration.**

1. If a review of district educational programming needs, enrollment projections, or budgetary considerations warrants consideration of school closure, consolidation, or reconfiguration, the Superintendent shall present to the Board an analysis of the issues including:
  - a. Enrollment projections for the district and individual schools for a planning horizon of not less than ten (10) years along with a retrospective enrollment analysis of not less than ten (10) years.
  - b. Educational program impacts (diversity, access, resources) of declining or shifting enrollment.
  - c. Capacity analysis of schools.
  - d. Current and projected school utilization rates.
  - e. School condition analysis with any costing for significant anticipated capital expenditures.
  - f. Budgetary and funding formula implications of declining or shifting enrollment.
  - g. A summary of the results of any collaborative community processes undertaken in the review phase.
  - h. Any recommendations for school closure, consolidation, or reconfiguration.
  - i. Analysis of all reasonable options to reduce expenses or increase revenues.
2. The Board will consider the analysis and recommendations of the Superintendent. The options available to the Board at this point would be:
  - a. Conclude that no action or further study is required.
  - b. Seek additional information to inform its decision-making.
  - c. State its intent to consider a motion which would result in school closure, consolidation or reconfiguration and begin the required formal process of public consultation as required by Ministerial Order 194/08.
3. If the Board intends to consider a motion which results in school closure, consolidation, or reconfiguration, the Board will give notice of its intent to do so at a public Board meeting.
4. Before any decision is made, the Board will make clear its proposed plans regarding closure, consolidation, or reconfiguration of schools and initiate a comprehensive public consultation process of no less than ninety (90) days in accordance with the School Act and Ministerial Orders.

This Required formal public consultation process will include, but is not limited to:

- a. Public information meetings.
- b. Meetings with Parent Advisory Councils at the school and district levels.
- c. **Representatives of the Mount Arrowsmith Teachers' Association (MATA) and Canadian Union of Public Employees (CUPE) Local 3570.**





BOARD POLICY 304 - ADMINISTRATIVE PROCEDURES

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

- d. Meetings with community representatives.
- e. Opportunities for interested community members or groups to provide written submissions.
- f. Public forums.
- g. **Other processes including electronic communication, virtual meetings and on-line surveys.**

The Board will use local media and the district website to advertise the purposes, dates and venues of the public information meetings and public forums in a timely manner which allows individuals or community groups the opportunity to participate.

The Board will maintain a written summary of the key points raised at each meeting in the required public consultation process.

5. The Board will also carry out a concurrent consultation process with its partner groups including staff at any affected schools.
6. The Board will give due consideration to all input prior to making a final decision with respect to any school closure, consolidation, or reconfiguration.
7. This Policy will comply with Ministerial Order 194/08.
8. The final decision to close, consolidate, or reconfigure a school will be made by the adoption of a bylaw at a Public Board Meeting.

Following a Board decision to permanently close a school under the provisions of this policy, the Secretary-Treasurer will promptly notify the Minister of Education identifying the school name and address, facility number, and date of closure.

**Definitions:**

*Permanent School Closure* means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

*Consolidation* means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

*Reconfiguration* means the reorganization of the existing grade structures of schools in the district.

**References:**

- *School Act* (Sections 22, 65, 73, 85, 100)
- *Ministerial Order (M194/08) School Opening and Closure*



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 304 - ADMINISTRATIVE PROCEDURES  
SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

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- *Board Policy 304: School Closure, Consolidation or Reconfiguration*

**Dates of Adoption/Amendments:**

**Adopted:** 91.07.09

**Amended:** 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 2000: Board Review March 2003: 09.05.26: 10.04.27: 11.11.22: **15.10.27**



**Context:**

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

**Policy Statement**

The Board of Education of ~~School District 69 (Qualicum)~~ supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning **and core competencies**, and **which** expand on athletic, cultural, musical, linguistic, or other educational endeavours.

**Guiding Principles**

- 1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience. In order to limit our carbon footprint, field experiences will be held as close to School District 69 as possible, with due consideration to the positive value of the field experience balanced with concerns related to climate impact.**
- 2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:**
  - a) Student safety and security for all participants including students, staff, volunteers and the District;**
  - b) Curricular relevance and the appropriateness of the activity to the students' educational program;**
  - c) Ensuring that the experiences are effective, affordable and accessible to all students; and,**
  - d) In all cases Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.**
- 3. The Board assigns each Principal primary responsibility and authority to approve student field experiences, and to ensure that these experiences conform to Board policies and administrative procedures.**
- 4. The Board assigns the Superintendent or designate responsibility and authority to establish district practices and standards for the conduct of students during field experiences and provide approval for specified trip categories.**
- 5. The Board retains the right to review and give approval for experiences that are out of province. (including the continental United States) and extended off-continent studies (Category 4-5).**



**References**

- <https://curriculum.gov.bc.ca/competencies>
- *Administrative Procedure – Field Experiences (Trips)*
- *Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools*

**Adopted/Amended:**

Adopted: 79.07.21

Amended: 81.01.21; 84.05.16; 89.02.22; 92.08.25; 01.04.03; 02.03.26; 03.05.27; **17.03.28**

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## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

#### FIELD EXPERIENCES (TRIPS)

Page 1 of 5

#### Purpose

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

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

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group, such as: a secondary Leadership Program, a grade 6/7 class, a group of international students, band or athletic team.

The Board believes it is of paramount importance that student field experiences are selected, planned, organized and conducted with consideration and care for **and that attends to:**

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

#### Requirements

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



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

#### FIELD EXPERIENCES (TRIPS)

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

#### **Responsibilities Parent/Guardian Responsibilities**

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

#### **Student Responsibilities**

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

#### **Educator-in-Charge Responsibilities**

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience



- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

### Field Experience Supervisor Responsibilities

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

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

### Field Experience (Trip) Categories

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

#### Category 1 - Same Day Field Experiences

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

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

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

- 1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.
- 2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.



### Category 3 - Higher Risk Outdoor Field Experiences

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

These would typically be:

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

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

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days, such as **These include** cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Examples could include French Immersion Grade 7 student exchange with a Quebec school and an international student trip to Seattle. **Off-continent travel is to**

### Category 5 - Extended Off-Continent Field Experiences

These comprise travel to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. **It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.**

### Applying for Category 4 Field Trips

**Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require Board approval in principle a minimum of eight months prior to travel, and final Board approval a minimum of four months prior to travel. Category 4 field trip requests will be submitted to the Board's Education Committee of the Whole for review and consideration of referral to the Board of Education. It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.**

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

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





## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 502 – ADMINISTRATIVE PROCEDURES

#### FIELD EXPERIENCES (TRIPS)

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

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

#### **Inappropriate Field Experiences**

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

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury;
- b. ~~Dangers that cannot be overlooked regardless of attention to risk and planning (such as~~ **Absence of necessary** supervision ratios, equipment, instruction and supervisors/instructors experience and training;
- c. Age or developmentally inappropriate for activities for students, individually or as a group;
- d. Inordinate expense or excessive absence from school;
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory; **and**,
- f. **Non-compliance** issues with the policies and procedures of the Board.

#### **References**

- Board Policy **502** – Field Experiences (Trips)
- Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools

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

**Adopted:** 17.03.28

**Amended:**



**SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF**

**Context**

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

**Policy Statement**

The Board of Education will expect and support exemplary recruitment, selection and assignment processes for exempt (non-union) leadership positions at both the district and school levels, with those processes entrusted to the Superintendent of Schools, except in the case of Superintendent recruitment which will be the purview of the Board.

**Guiding Principles**

1. Other than in the case of the Superintendent of Schools, where the Board of Education is to be responsible for the recruitment and selection process, the Superintendent is to be responsible for the recruitment and selection process of exempt management staff, for both the District and school levels. The Superintendent may delegate that authority.
2. The Board believes that selection and assignment of Principals and Vice-Principals as school and system leaders is a key determinant of school and district culture and success. Beyond the initial selection and assignment, it is understood that periodic changes of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole.
3. The Board believes in the importance of balancing district-wide need for consideration of reassignment of Principals and Vice-Principals with the need for stability in a school.
4. For district exempt staff, the Board expects that individuals will be hired who have the qualifications and demonstrated successful experience necessary to ensure high quality performance and a commitment to the District.
5. While the Board is not directly responsible for recruitment, selection and assignment of exempt leadership staff, the Board expects that the Superintendent will ensure that trustees are involved in processes as appropriate, and informed of vacancies, processes and outcomes of exempt staff selection processes.
6. The Board believes in the appropriate involvement of representatives from staff, students, parents and community in the recruitment and selection of exempt staff including Principals and Vice-Principals.
7. The Board expects that, where possible, recruitment and selection of exempt staff will be through thorough processes that include provincial and local advertising of vacancies.

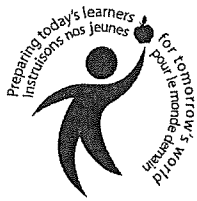
**References**

- The School Regulation BC Reg 265/89
- The School Act

**Dates of Adoption/Amendments:**

Adopted:

Amended:



BOARD POLICY 617- ADMINISTRATIVE PROCEDURES  
SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

**Purpose**

These administrative procedures are designed to support Board Policy 617: *Recruitment and Retention of Exempt Leadership Staff*, including as stated in the context of the policy:

*The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.*

The procedures for selection and assignment of exempt staff will be as follows:

**Selection of the Superintendent of Schools/Chief Executive Officer:**

1. A committee composed of all available Board members and chaired by the Board Chairperson will meet with the Director of Human Resources to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.
2. The Board will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. The Board has the right to interview a single candidate, either internally or from outside the District, if it so chooses, and may do so privately or with involvement of representatives of management and partner groups.
4. Should the Board choose to advertise the position, it will be advertised locally, provincially, and nationally using services including Make a Future.
5. The Board may choose to hire a consultant to assist in the recruitment and selection process.
6. Nothing in this administrative procedure precludes the Board from using whatever process it believes will best serve its purpose in selecting a Superintendent.

**Selection of District Senior Leaders**

This section applies to members of the district senior leadership team (Associate or Assistant Superintendent, Secretary Treasurer, Director of Instruction, Assistant Secretary Treasurer, Director of Human Resources and General Manager of Operations).

*For the remainder of this set of procedures, it is understood that "Superintendent" means "Superintendent or designate."*

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and other members of the senior leadership team.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.
3. ~~With the approval of the Board, the Superintendent may choose to interview a single candidate, either internally or from outside the District, and may do so privately or with~~



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

#### SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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~~involvement of representatives of management and partner groups.~~

3. Should the Superintendent choose to advertise the position, **Vacant senior leadership positions** will **normally** be advertised locally, provincially, and nationally using services including Make a Future.
4. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of up to four candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
5. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
6. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.
7. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
8. The selection panel, chaired by the Superintendent and consisting of senior staff and the Trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
9. From time to time, the Superintendent **may either fill a short term vacancy or create and fill a short-term position, (short-term being normally less than four months duration)**, and fill that position without the full process as described herein **above**.

#### **Selection of Other District Exempt Staff:**

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and members of senior staff as appropriate.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.
3. The Superintendent will ensure that a full and appropriate selection process is undertaken specific to the position being filled.
4. The Board of Education will be apprised of the selection process and invited to participate as it sees fit, then will be informed of the selection decision when it is made.

#### **Selection of Principals and Vice-Principals**

1. Each year, as part of personal and professional growth planning, principals and vice-principals will discuss their current assignments and future plans with the Superintendent and, as appropriate, other members of the senior leadership team.
2. Each year, prior to February 15, each principal and vice-principal will submit to the



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

#### SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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- Superintendent a completed *Principal and Vice-Principal Placement Preference Form* (Appendix 1) indicating preferences for assignment for the following school year. Each principal and vice-principal will be invited to meet with the Superintendent and members of senior staff as they see fit. It is understood that as part of career planning, principals and vice-principals intending to retire at the end of the school year will make those intentions known confidentially to the Superintendent by January 31 of that year.
3. As they become known, vacancies will be considered opportunities for re-assignments of principals and vice-principals. This may include, in rare cases based on experience and qualifications, assigning a vice-principal to a principalship or, as necessary assigning of a principal to a vice-principalship as necessary, either of which will be in accordance with that person's contract of employment.
  4. Principals and vice-principals will be consulted as early as possible in any consideration of their reassignment, in order to allow full consideration of options and implications. As well, where a vice-principal vacancy occurs, the principal of the school may be consulted in regard to the needs of the school.
  5. From time to time the Superintendent may work through a recruitment and selection process to establish a principal and/or a vice-principal pool. Where such a pool exists the Superintendent may assign someone from the relevant pool to a pending vacancy.
  6. The Board will be informed of any re-assignments of principals and vice-Principals, including any assignments from the principal or vice-principal pool.
  7. After any re-assignments have been affected, vacancies will be declared which will require a selection process as described below, with the successful applicant being offered a position with the district, with initial assignment to a particular setting.
  8. Principal vacancies will be advertised internally and externally. vice-principal vacancies will be advertised internally and, at the discretion of the Superintendent, externally.
  9. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
  10. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
  11. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE Local 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.
  12. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
  13. The selection panel, chaired by the Superintendent and consisting of senior staff and the trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
  14. Principal and vice-principal assignments will normally start with three-year term assignments with evaluation in the second year of the assignment in keeping with the terms of the contract of employment. The assignment will be convertible to continuing after year three at the discretion of the Superintendent.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 617- ADMINISTRATIVE PROCEDURES

#### SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

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15. From time to time, the Superintendent may either fill a short term vacancy or create and fill a short-term position, (short-term being normally less than four months duration), and fill that position without the full process as described as described above.

#### Administrative Staffing Plan

The Superintendent will, each spring, present an Annual Administrative Staffing Plan to the Board of Education outlining the principal/vice-principal assignments for the upcoming school year.

#### References:

- Board Policy 617: Selection and Assignment of Exempt Leadership Staff
- The School Regulation BC Reg 265/89
- The School Act

#### Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT

School District 69 (Qualicum)

APPENDIX 1

PRINCIPAL & VICE-PRINCIPAL PLACEMENT PREFERENCE FORM FOR \_\_\_\_\_  
(school year)

Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Present School: \_\_\_\_\_ # years: \_\_\_\_\_

Previous School and Position: \_\_\_\_\_ # years: \_\_\_\_\_

**A. Request to Remain in Current Assignment:**

\_\_\_\_\_ I am requesting that I remain in my present assignment for the following reason:  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**B. Request for Reassignment:**

\_\_\_\_\_ I am requesting consideration of reassignment as follows (include locations and reasons):  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**C. Willingness to be Reassigned:**

\_\_\_\_\_ While I have not requested reassignment, I would be willing to discuss options including:  
Y or N

\_\_\_\_\_  
\_\_\_\_\_

**D. Retirement: If you are planning to retire in the near future it is helpful for us to know that, for our long range planning:**

\_\_\_\_\_ I am considering retiring within the next year or two

\_\_\_\_\_ I am considering retiring within the next five years

Comments (optional): \_\_\_\_\_

Return to the Superintendent by mid February (in person if a meeting is requested).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Finance & Operations Committee of the Whole Report**  
**Tuesday, May 19, 2020**  
**VIA ZOOM**  
**10:30 a.m.**

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

**Acknowledgement of Traditional Territories**

**Presentation:**

None

**Project Updates:**

- Oceanside Community Track (at Ballenas) Project Update – ST provided an update of the Fundraising activities, highlighting the grant applications and RDN Council work. It was shared that the Pandemic was having a negative impact on granting agencies and their ability to make contributions as a result a couple of our applications have been denied. The RDN OSC met recently to defer their grants but it was shared that Director Wallace provided a notice of motion regarding a monetary support for the track of \$500,000. This motion will be debated in June at their next committee meeting.

**Items for Discussion**

- 2020-2021 Annual Budget – ST provided an overview of the budget discussions taking the committee through the budgetary risks and response pages of the attachments. General discussion on each of the responses. Direction was given to prepare the budget for the regular board meeting as presented with an additional ask to find administrative savings of \$50,000 and to return 1.0 FTE teaching for possibly Socio Economic support. The remaining savings would be set up to cover any COVID related costs that might arise in the year.
- Request to Rename Room 100 at the PCTC – General discussion on a City request to rename the room in honour of a citizen who has done much for the City. School District policy was referenced which, although does not indicate the naming “rules”, does lay out the process. Generally it was felt that the SD has made it a practice not to name any of its facilities or parts of its facilities (gymnasiums, theatres, band rooms) after individual people, but rather preferring to name for places or geographical areas.

**Recommendations to Board of Education**

**Request from City of Parksville to Rename Room 100**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) respectfully deny the request from the City of Parksville to rename Room 100 in the Parksville Civic & Technology Centre.



### **Information Items**

- 2019 Carbon Neutral Action Report (CNAR) - ST provided an overview of the report recognizing that for this year the Directorate mandated that the summary data within the report and the eventual Carbon usage billing will be based on last years (2018) data. This was to accommodate the new reporting software and the pandemic environment. It is expected that the 2019 data will still be submitted but with a later due date of September 2020.
- 2021-2022 Capital Plan - GMO highlighted the work being considered for the next Capital Plan and the process that will lead up to the committee receiving it next month. Starting with last year's plan and updating with those approved and completed, projects are brought forward and updated with revised costing estimates and prioritization. It was shared that the submission date has been moved to July 31, but the FAO committee and Board will still receive the plan at their June meetings.

### **Future Topics**

#### **Next Meeting Date/Location:**

- Monday, June 15 at 10:30; TBD

## 2019 Carbon Neutral Action Report

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

This Carbon Neutral Action Report for the period January 1<sup>st</sup>, 2019 to December 31<sup>st</sup>, 2019 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2019 to reduce our greenhouse gas emissions and our plan to continue reducing emissions in 2020 and beyond.

By June 30, 2020 School District No. 69 (Qualicum)'s final CNAR will be posted to our website at [www.sd69.bc.ca](http://www.sd69.bc.ca)

### **Executive Summary:**

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

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

Energy conservation is part of our ongoing work. Efforts to conserve energy are included throughout our 5 year Capital Plan and our Annual Facility Grant projects. In 2019, the district completed the following projects which will directly reduce carbon emissions:

- The district continues to evaluate every bus replacement in the context of carbon footprint, so with that in mind, we intend to purchase an electric bus in the 2020 capital plan. We also continue to review the size of buses required to conserve energy.
- During summer 2019 the District constructed a Photovoltaic (PV) array placement on the roof of Nanoose Bay Elementary. This is the fourth solar power initiative that continues to help reduce our use of diesel and natural gas and take advantage of this alternate energy source.
- There were 2 Tesla battery backup systems installed at Bowser and Nanoose Bay Elementary schools. These systems allow schools to stay open in the event of power loss in the area.

Energy conservation continues to be a goal for the district. Our Operations and Maintenance department has completed several projects that have implemented controls for heat and lights, retrofits for lighting and replacing plumbing fixtures with low flow units. Operations has also installed water meters for Ballenas and Kwalikum fields to monitor the water usage to reduce the need, particularly in summer. These are all part of the annual operations and capital project based work when Ministry funding permits.

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

### **Emissions and Offsets:**

On March 31, 2020, the Ministry issued the following directive,

**2019 Carbon Neutral Action Report**

“...that all ministries and Public Sector Organizations covered by the Carbon Neutral Government requirement shall use their 2018 GHG emissions as a temporary estimate for their actual 2019 GHG emissions, for the purposes of the 2019 Carbon Neutral Action Reports and 2019 Carbon Neutral Government reporting required under the Climate Change Accountability Act.”

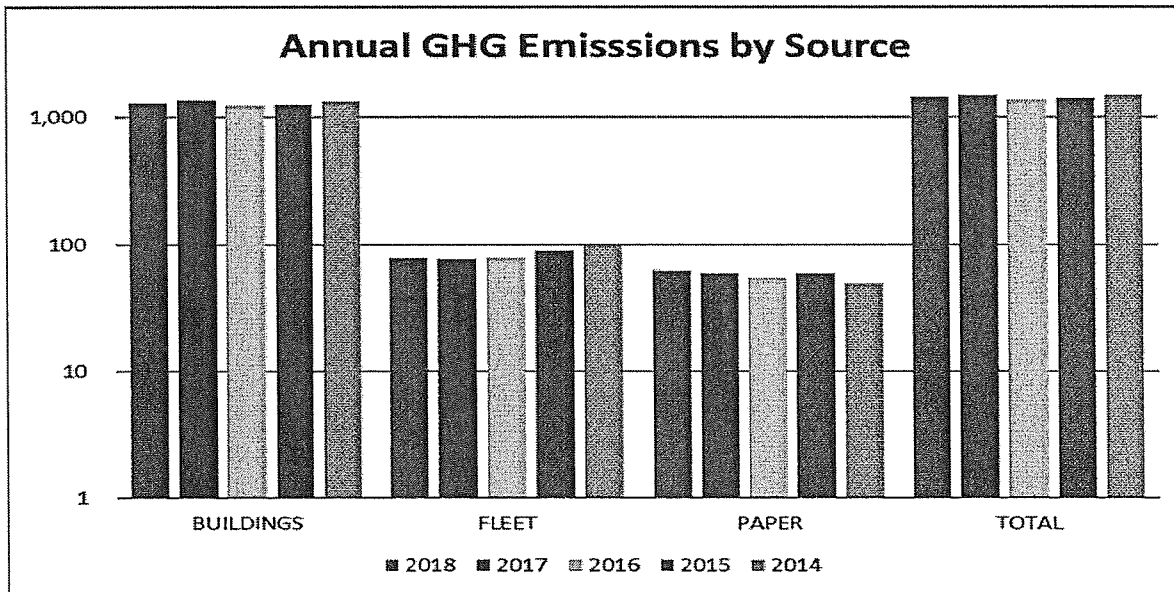
As a result of this directive, the following summary shows the reporting for 2018, and will be updated with the 2019 numbers for the 2020 CNAR reporting.

**School District No. 69 (Qualicum) Emissions and Offsets (tCO<sub>2</sub>e)**

<b>GHG Emissions created in calendar year:</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Total Emissions	1,945	2,000	1,850	1,876	1,953
Net change	-2.8%	8.1%	-1.4%	-3.9%	
Total Offsets for the Reporting Year	1,442	1,502	1,376	1,403	1,487
Prior Year Adjustments (tCO <sub>2</sub> e)	-				
Net 2018 Offset Requirements (tCO <sub>2</sub> e)	1,442				

**Summary:**

For 2019, and based on the 2018 reporting, the School District No.69 (Qualicum) paid \$36,050 to purchase offset credits. The District maintains a bus fleet for which offsets were not purchased. As required by section 5 of the Carbon Neutral Government Regulation, 580.80 tCO<sub>2</sub>e of emissions resulting from the operation of school buses were reported as part of our greenhouse gas emissions for 2018. However, they were not offset as they are out of scope under section 4(2)(c) of the Carbon Neutral Government Regulation.



MAY 29, 2020

Signature

Date

RON AMOS

SECRETARY TREASURER

Name (please print)

Title

## 20/21 Budget Planning Documents

### Planning risks:

#### Revenue related

International student program	135 FTE	250,000	shortfall
	100 FTE	600,000	shortfall
	60 FTE (budgeted for 75.0 or 50%)	990,000	990,000 shortfall
Investment revenues		100,000	shortfall
Rental revenue		100,000	shortfall

#### Expenditures

Custodial supplies		75,000	add'l costs
Administration increases	5.075M	200,000	add'l costs
Administrative positions	VP-KSS/DP-IT	60,000	add'l cost
Aggregated shortfall		<u>1,525,000</u>	

### Possible response:

Teaching positions	ISP-supplemental staffing for Scdy	2.0	203,424	
	Other prog (RM/Expl/Prim/SocEmo)	3.8	386,506	*
EA positions	Student services	3.0	173,502	
Trade position	Temp pos'n not renewed	1.0	90,576	
Administrative	remove onetime 19/20 cost		111,900	
Tribune Bay	remove onetime 19/20 cost		20,000	
ISP savings	find within program		100,000	
Utility costs	reduce budget		80,000	
District supply accounts	leaving 80K		200,000	
Administrative savings	within Function 4 District Admin		50,000	*
COVID contingency	added for planning purposes		(190,908)	*
Use of Surplus			<u>300,000</u>	
			<u>1,525,000</u>	
	Difference		<u>0</u>	

Note: 3 items were amended/added to reflect the FAO Committee discussion

- 1.0 FTE Teaching added back

- Administrative savings and COVID contingency were added

SCHOOL DISTRICT NO. 69 (QUALICUM)  
2020-21 Annual Budget - Summary of Differences

2020-05-22

	2019/20		2020/21		
	Annual Budget	Amended Budget	Annual Budget	Difference	Comments
<b>REVENUE</b>					
<b>PROVINCIAL GRANTS</b>					
Operating Grant	41,871,867	42,851,790	43,844,035	992,245	revised grant
Other MOE Grants-Additional grant	784,115	784,115	426,341	-357,774	EHT rolled into grant
Other MOE Grants-Pay Equity	936,176	936,176	936,176	0	
Other MOE Grants-Misc	60,000	347,240		-347,240	Carbon reb/Supp Staff Supp ->grant
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>43,652,158</b>	<b>44,919,321</b>	<b>45,206,552</b>	<b>287,231</b>	
<b>OTHER REVENUES</b>					
Other Provincial Revenues	101,450	120,000	101,450	-18,550	
Offshore Tuition	4,100,000	4,100,000	2,000,000	-2,100,000	50% prior year-75FTE
Miscellaneous other	150,000	140,000	140,000	0	
Rental and Leases	650,000	650,000	550,000	-100,000	-COVID impact
Investment Income	300,000	290,000	190,000	-100,000	-interest rate adj
<b>TOTAL OTHER REVENUE</b>	<b>5,301,450</b>	<b>5,300,000</b>	<b>2,981,450</b>	<b>-2,318,550</b>	
<b>TOTAL REVENUES</b>	<b>48,953,608</b>	<b>50,219,321</b>	<b>48,188,002</b>	<b>-2,031,319</b>	
		<b>10.6%</b>			
<b>EXPENDITURES</b>					
<b>SALARIES AND BENEFITS</b>					
Teachers	18,520,319	18,470,644	18,087,561	-383,083	-5.8 FTE
Principals and Vice Principals	2,929,877	3,241,128	3,370,773	129,645	+adm costs/+VP-IT
Educational Assistants	3,737,695	3,826,735	3,739,569	-87,166	+supp staff inc/-3.0 EA
Support Staff	4,934,216	5,147,352	5,176,880	29,528	+supp staff inc/-1.0 Trade
Other Professionals	1,767,784	1,761,336	1,590,125	-171,211	-ISP adj/-IT mgr
Substitutes	1,397,532	1,574,898	1,579,886	4,988	
Benefits	8,874,014	9,062,921	8,888,791	-174,130	+supp staff inc-FTE decr
<b>TOTAL SALARIES AND BENEFITS</b>	<b>42,161,437</b>	<b>43,085,014</b>	<b>42,433,585</b>	<b>-651,429</b>	
Benefits as a % of Total Salaries	26.7%	26.6%	26.5%		
<b>SUPPLIES AND SERVICES</b>					
Services	2,900,630	3,045,630	2,175,130	-870,500	+COVID cont/-admin savings/-ISP adj
Training and Travel	579,085	579,085	519,085	-60,000	ISP adj
Rental and Leases	5,000	5,000	5,000	0	
Dues and Fees	71,000	71,000	71,000	0	
Insurance	164,000	164,000	164,000	0	
Supplies	1,973,652	2,176,392	1,765,652	-410,740	-approp surplus/+cust supp/-ISP adj
Utilities	1,016,000	1,016,000	936,000	-80,000	-util savings
Capital Equipment	418,550	418,550	418,550	0	
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>7,127,917</b>	<b>7,475,657</b>	<b>6,054,417</b>	<b>-1,421,240</b>	
<b>TOTAL EXPENDITURES</b>	<b>49,289,354</b>	<b>50,560,671</b>	<b>48,488,002</b>	<b>-2,072,669</b>	
<b>NET REVENUE (EXPENDITURE)</b>	<b>-335,746</b>	<b>-341,350</b>	<b>-300,000</b>	<b>41,350</b>	
Budgeted Use of Surplus	335,746	341,350	300,000	-41,350	
<b>Surplus (Deficit), for the Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

SCHOOL DISTRICT NO. 69 (QUALICUM)  
2020-21 Annual Budget - Summary of Differences

2020-05-22

	2019/20		2020/21		
	Annual Budget	Amended Budget	Annual Budget	Difference	Comments
<b><u>INSTRUCTION</u></b>					
Regular Instruction	21,694,280	22,675,706	22,218,624	-457,082	-5.8 FTE Teach/-ISP adj
Career Programs	728,365	703,629	682,165	-21,464	
Library Services	1,109,724	1,135,564	1,149,074	13,510	
Counselling	959,214	1,015,065	1,027,045	11,980	
Special Education	7,380,407	7,030,187	6,847,812	-182,375	-3.0 FTE EA
English as a Second Language	78,206	80,877	81,677	800	
Aboriginal Education	667,162	692,825	711,717	18,892	
School Administration	3,795,954	3,784,775	3,924,723	139,948	
Off Shore Students	2,985,349	3,128,722	1,837,241	-1,291,481	-ISP adjmts
Other	47,278	47,172	49,194	2,022	
Function 1 - Instruction	39,445,939	<b>40,294,522</b>	38,529,272	-1,765,250	
<b><u>DISTRICT ADMINISTRATION</u></b>					
Educational Administration	595,533	745,092	670,240	-74,852	-admin savings
School District Governance	194,126	209,080	212,115	3,035	
Business Administration	1,373,027	1,359,478	1,352,172	-7,306	-admin savings
Function 4 - District Administration	2,162,686	<b>2,313,650</b>	2,234,527	-79,123	
<b><u>OPERATIONS AND MAINTENANCE</u></b>					
Operations and Maintenance Admin	541,942	565,561	593,920	28,359	
Maintenance Operations	3,565,297	3,831,975	3,633,573	-198,402	-approp surplus/+cust supp
Maintenance of Grounds	293,293	319,667	324,237	4,570	
Utilities	1,136,000	1,136,000	1,056,000	-80,000	-util savings
Capital Equipment	418,550	418,550	418,550	0	
Function 5 - Operations and Maint	5,955,082	<b>6,271,753</b>	6,026,280	-245,473	
<b><u>TRANSPORTATION AND HOUSING</u></b>					
Transportation and Housing Admin	159,523	163,605	158,707	-4,898	
Student Transportation	1,548,124	1,499,141	1,521,216	22,075	+supp staff inc
Housing/Boarding	18,000	18,000	18,000	0	
Function 7 - Transportation and Housing	1,725,647	<b>1,680,746</b>	1,697,923	17,177	
TOTAL FUNCTION 1-7	49,289,354	<b>50,560,671</b>	48,488,002	-2,072,669	

Annual Budget

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

June 30, 2021

# School District No. 69 (Qualicum)

June 30, 2021

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



## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2020/2021 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. Board has complied with the provisions of the Act 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 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$57,330,357 for the 2020/2021 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 2020/2021.

READ A FIRST TIME THE 26th DAY OF MAY, 2020;

READ A SECOND TIME THE 26th DAY OF MAY, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF MAY, 2020;

( 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 2020/2021, adopted by the Board the 26th DAY OF MAY, 2020.

---

Secretary Treasurer

# School District No. 69 (Qualicum)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	4,329,000	4,310,188
Adult	3,250	5,250
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>4,332,250</b>	<b>4,315,438</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	49,944,776	50,062,121
Other	101,450	120,000
Tuition	2,000,000	4,100,000
Other Revenue	1,490,000	1,490,000
Rentals and Leases	550,000	650,000
Investment Income	200,000	310,000
Amortization of Deferred Capital Revenue	2,416,934	2,345,074
<b>Total Revenue</b>	<b>56,703,160</b>	<b>59,077,195</b>
<b>Expenses</b>		
Instruction	43,968,150	46,136,365
District Administration	2,234,527	2,313,650
Operations and Maintenance	8,602,726	8,819,717
Transportation and Housing	2,106,404	2,024,551
<b>Total Expense</b>	<b>56,911,807</b>	<b>59,294,283</b>
<b>Net Revenue (Expense)</b>	<b>(208,647)</b>	<b>(217,088)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>300,000</b>	<b>341,350</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>91,353</b>	<b>124,262</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	91,353	124,262
<b>Budgeted Surplus (Deficit), for the year</b>	<b>91,353</b>	<b>124,262</b>

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

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	48,069,452	50,142,121
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	5,638,224	6,042,800
Capital Fund - Total Expense	3,204,131	3,109,362
Capital Fund - Tangible Capital Assets Purchased from Local Capital		306,775
<b>Total Budget Bylaw Amount</b>	<b>57,330,357</b>	<b>60,019,608</b>

Approved by the Board

DRAFT

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Signature of the Chairperson of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_

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Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_

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Signature of the Secretary Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

**School District No. 69 (Qualicum)**  
 Annual Budget - Changes in Net Financial Assets (Debt)  
 Year Ended June 30, 2021

Statement 4

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(208,647)</u>	<u>(217,088)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(418,550)	(418,550)
From Local Capital		<u>(306,775)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(418,550)</u>	<u>(725,325)</u>
Amortization of Tangible Capital Assets	<u>2,754,131</u>	<u>2,659,362</u>
<b>Total Effect of change in Tangible Capital Assets</b>	<u>2,335,581</u>	<u>1,934,037</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>2,126,934</u></u>	<u><u>1,716,949</u></u>

# School District No. 69 (Qualicum)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	45,206,552	44,919,321
Other	101,450	120,000
Tuition	2,000,000	4,100,000
Other Revenue	140,000	140,000
Rentals and Leases	550,000	650,000
Investment Income	190,000	290,000
<b>Total Revenue</b>	<b>48,188,002</b>	<b>50,219,321</b>
<b>Expenses</b>		
Instruction	38,529,272	40,294,522
District Administration	2,234,527	2,313,650
Operations and Maintenance	5,607,730	5,853,203
Transportation and Housing	1,697,923	1,680,746
<b>Total Expense</b>	<b>48,069,452</b>	<b>50,142,121</b>
<b>Net Revenue (Expense)</b>	<b>118,550</b>	<b>77,200</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>300,000</b>	<b>341,350</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(418,550)	(418,550)
<b>Total Net Transfers</b>	<b>(418,550)</b>	<b>(418,550)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 69 (Qualicum)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	43,844,035	42,851,790
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Funding for Graduated Adults		8,352
Transportation Supplement	426,341	426,341
Carbon Tax Grant		60,000
Employer Health Tax Grant		357,774
Support Staff Benefits Grant		46,702
Support Staff Labour Settlement Grant		222,073
Miscellaneous		10,113
<b>Total Provincial Grants - Ministry of Education</b>	<b>45,206,552</b>	<b>44,919,321</b>
<b>Provincial Grants - Other</b>	<b>101,450</b>	<b>120,000</b>
<b>Tuition</b>		
International and Out of Province Students	2,000,000	4,100,000
<b>Total Tuition</b>	<b>2,000,000</b>	<b>4,100,000</b>
<b>Other Revenues</b>		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	90,000
<b>Total Other Revenue</b>	<b>140,000</b>	<b>140,000</b>
<b>Rentals and Leases</b>	<b>550,000</b>	<b>650,000</b>
<b>Investment Income</b>	<b>190,000</b>	<b>290,000</b>
<b>Total Operating Revenue</b>	<b>48,188,002</b>	<b>50,219,321</b>

# School District No. 69 (Qualicum)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	18,087,561	18,470,644
Principals and Vice Principals	3,370,773	3,241,128
Educational Assistants	3,739,569	3,826,735
Support Staff	5,176,880	5,147,352
Other Professionals	1,590,125	1,761,336
Substitutes	1,579,886	1,574,898
<b>Total Salaries</b>	<b>33,544,794</b>	<b>34,022,093</b>
<b>Employee Benefits</b>	<b>8,888,791</b>	<b>9,062,921</b>
<b>Total Salaries and Benefits</b>	<b>42,433,585</b>	<b>43,085,014</b>
<b>Services and Supplies</b>		
Services	2,174,130	3,044,630
Student Transportation	1,000	1,000
Professional Development and Travel	519,085	579,085
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	71,000
Insurance	164,000	164,000
Supplies	1,765,652	2,176,392
Utilities	936,000	1,016,000
<b>Total Services and Supplies</b>	<b>5,635,867</b>	<b>7,057,107</b>
<b>Total Operating Expense</b>	<b>48,069,452</b>	<b>50,142,121</b>

# School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object  
 Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	15,009,339	694,943		23,591		995,392	16,723,265
1.03 Career Programs	160,003			41,375			201,378
1.07 Library Services	588,947	33,977		239,229		23,930	886,083
1.08 Counselling	743,547					75,622	819,169
1.10 Special Education	1,245,131	228,698	3,487,230	52,573	64,866	205,244	5,283,742
1.30 English Language Learning	64,115						64,115
1.31 Indigenous Education	77,740	122,609	252,339	1,117,351			452,688
1.41 School Administration		1,951,836		70,044	60,686		3,069,187
1.62 International and Out of Province Students	198,739	265,335			39,667		594,804
1.64 Other							39,667
<b>Total Function 1</b>	<b>18,087,561</b>	<b>3,297,398</b>	<b>3,739,569</b>	<b>1,544,163</b>	<b>165,219</b>	<b>1,300,188</b>	<b>28,134,098</b>
<b>4 District Administration</b>							
4.11 Educational Administration		73,375			381,448		454,823
4.40 School District Governance					108,648		108,648
4.41 Business Administration				306,640	609,261	3,000	918,901
<b>Total Function 4</b>	<b>-</b>	<b>73,375</b>	<b>-</b>	<b>306,640</b>	<b>1,099,357</b>	<b>3,000</b>	<b>1,482,372</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				55,322	265,745	500	321,567
5.50 Maintenance Operations				2,259,427		148,086	2,407,513
5.52 Maintenance of Grounds				173,123			173,123
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,487,872</b>	<b>265,745</b>	<b>148,586</b>	<b>2,902,203</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				54,411	59,804	500	114,715
7.70 Student Transportation				783,794		127,612	911,406
7.73 Housing							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>838,205</b>	<b>59,804</b>	<b>128,112</b>	<b>1,026,121</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>18,087,561</b>	<b>3,370,773</b>	<b>3,739,569</b>	<b>5,176,880</b>	<b>1,590,125</b>	<b>1,579,886</b>	<b>33,544,794</b>



# School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	16,723,265	4,472,374	21,195,639	1,022,985	22,218,624	22,675,706
1.03 Career Programs	201,378	57,657	259,035	423,130	682,165	703,629
1.07 Library Services	886,083	234,291	1,120,374	28,700	1,149,074	1,135,564
1.08 Counselling	819,169	207,876	1,027,045	-	1,027,045	1,015,065
1.10 Special Education	5,283,742	1,493,070	6,776,812	71,000	6,847,812	7,030,187
1.30 English Language Learning	64,115	17,562	81,677	-	81,677	80,877
1.31 Indigenous Education	452,688	162,499	615,187	96,530	711,717	692,825
1.41 School Administration	3,069,187	747,736	3,816,923	107,800	3,924,723	3,784,775
1.62 International and Out of Province Students	594,804	148,637	743,441	1,093,800	1,837,241	3,128,722
1.64 Other	39,667	9,527	49,194	-	49,194	47,172
<b>Total Function 1</b>	<b>28,134,098</b>	<b>7,551,229</b>	<b>35,685,327</b>	<b>2,843,945</b>	<b>38,529,272</b>	<b>40,294,522</b>
<b>4 District Administration</b>						
4.11 Educational Administration	454,823	92,417	547,240	83,000	630,240	745,092
4.40 School District Governance	108,648	13,127	121,775	90,340	212,115	209,080
4.41 Business Administration	918,901	201,571	1,120,472	271,700	1,392,172	1,359,478
<b>Total Function 4</b>	<b>1,482,372</b>	<b>307,115</b>	<b>1,789,487</b>	<b>445,040</b>	<b>2,234,527</b>	<b>2,313,650</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	321,567	62,553	384,120	209,800	593,920	565,561
5.50 Maintenance Operations	2,407,513	616,578	3,024,091	609,482	3,633,573	3,831,975
5.52 Maintenance of Grounds	173,123	48,114	221,237	103,000	324,237	319,667
5.56 Utilities	-	-	-	1,056,000	1,056,000	1,136,000
<b>Total Function 5</b>	<b>2,902,203</b>	<b>727,245</b>	<b>3,629,448</b>	<b>1,978,282</b>	<b>5,607,730</b>	<b>5,853,203</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	114,715	25,892	140,607	18,100	158,707	163,605
7.70 Student Transportation	911,406	277,310	1,188,716	332,500	1,521,216	1,499,141
7.73 Housing	-	-	-	18,000	18,000	18,000
<b>Total Function 7</b>	<b>1,026,121</b>	<b>303,202</b>	<b>1,329,323</b>	<b>368,600</b>	<b>1,697,923</b>	<b>1,680,746</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>33,544,794</b>	<b>8,888,791</b>	<b>42,433,585</b>	<b>5,635,867</b>	<b>48,069,452</b>	<b>50,142,121</b>

# School District No. 69 (Qualicum)

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	4,288,224	4,692,800
Other Revenue	1,350,000	1,350,000
<b>Total Revenue</b>	<u>5,638,224</u>	<u>6,042,800</u>
<b>Expenses</b>		
Instruction	5,438,878	5,841,843
Operations and Maintenance	199,346	199,346
Transportation and Housing		1,611
<b>Total Expense</b>	<u>5,638,224</u>	<u>6,042,800</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 69 (Qualicum)**  
 Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			647,023						
<b>Add:</b>									
Restricted Grants	199,346	158,680		96,000	19,600	101,323	380,322	400,019	2,852,934
Provincial Grants - Ministry of Education			1,350,000						
Other	199,346	158,680	1,350,000	96,000	19,600	101,323	380,322	400,019	2,852,934
<b>Less: Allocated to Revenue</b>	199,346	158,680	1,350,000	96,000	19,600	101,323	380,322	400,019	2,852,934
<b>Deferred Revenue, end of year</b>	-	-	647,023	-	-	-	-	-	-
<b>Revenues</b>	199,346	158,680	1,350,000	96,000	19,600	101,323	380,322	400,019	2,852,934
Provincial Grants - Ministry of Education			1,350,000						
Other Revenue	199,346	158,680	1,350,000	96,000	19,600	101,323	380,322	400,019	2,852,934
<b>Expenses</b>									
Salaries									
Teachers									2,344,950
Principals and Vice Principals				32,655					
Educational Assistants		129,245					160,681	324,256	
Support Staff	156,023						38,235		
Other Professionals									
Substitutes									
Employee Benefits	156,023	129,245				32,655	198,916	324,256	2,344,950
Services and Supplies	30,596	29,435				10,558	47,623	75,763	507,984
	12,727		1,350,000	96,000	19,600	58,110	133,783		
	199,346	158,680	1,350,000	96,000	19,600	101,323	380,322	400,019	2,852,934
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 69 (Qualicum)**  
 Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2021

	Classroom Enhancement Fund - Remedies	TOTAL
	\$	\$
Deferred Revenue, beginning of year	-	647,023
<b>Add:</b> Restricted Grants		
Provincial Grants - Ministry of Education	80,000	4,288,224
Other	80,000	1,350,000
	<u>80,000</u>	<u>5,638,224</u>
Less: Allocated to Revenue	80,000	5,638,224
<b>Deferred Revenue, end of year</b>	<u>-</u>	<u>647,023</u>
<b>Revenues</b>		
Provincial Grants - Ministry of Education	80,000	4,288,224
Other Revenue	80,000	1,350,000
	<u>80,000</u>	<u>5,638,224</u>
<b>Expenses</b>		
Salaries		
Teachers		2,344,950
Principals and Vice Principals		32,655
Educational Assistants		289,926
Support Staff		480,279
Other Professionals		38,235
Substitutes	55,000	55,000
	<u>55,000</u>	<u>3,241,045</u>
Employee Benefits	25,000	726,959
Services and Supplies	80,000	1,670,220
	<u>80,000</u>	<u>5,638,224</u>
<b>Net Revenue (Expense)</b>	<u>-</u>	<u>-</u>

# School District No. 69 (Qualicum)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget			2020 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	450,000		450,000	450,000
Investment Income		10,000	10,000	20,000
Amortization of Deferred Capital Revenue	2,416,934		2,416,934	2,345,074
<b>Total Revenue</b>	<b>2,866,934</b>	<b>10,000</b>	<b>2,876,934</b>	<b>2,815,074</b>
<b>Expenses</b>				
Operations and Maintenance	450,000		450,000	450,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,345,650		2,345,650	2,317,168
Transportation and Housing	408,481		408,481	342,194
<b>Total Expense</b>	<b>3,204,131</b>	<b>-</b>	<b>3,204,131</b>	<b>3,109,362</b>
<b>Net Revenue (Expense)</b>	<b>(337,197)</b>	<b>10,000</b>	<b>(327,197)</b>	<b>(294,288)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	418,550		418,550	418,550
<b>Total Net Transfers</b>	<b>418,550</b>	<b>-</b>	<b>418,550</b>	<b>418,550</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>81,353</b>	<b>10,000</b>	<b>91,353</b>	<b>124,262</b>

## **Joan Lemoine**

### **Parksville Resident and Volunteer**

- 2012 Queen Elizabeth Diamond Jubilee Medal
- 2013 Community Ambassador Award from the City of Parksville
- 2016 B.C.'s Medal of Good Citizenship in 2016

Joan Lemoine has contributed to many Parksville organizations and events touching a range of citizens from young people with special needs to senior citizens living alone, as well as to those looking for family fun. Joan will be ninety on her next birthday and continues to be an active volunteer in our community. She has lived in Parksville since 1995 and her service to community and countless hours of volunteering include working with organizations such as:

#### **Parksville Beach Festival**

Among her many other contributions, Joan was also instrumental in re-establishing the Parksville Beach Festival Society that now organizes the world-famous sandsculpting event. She and her late husband, Jim, helped form the Parksville Beach Festival Society in 1999 and convinced the City that a family-friendly event would be, once again, viable. Joan was a founding member of the society is now an honorary director.

#### **Society for Organized Services**

Joan has volunteered tirelessly for many years on the SOS board and in other capacities, and she's well respected around the community for all the good work she does. Joan was on the SOS Board from 1997 to 2004, serving as president. She also volunteers in the SOS Caring for Kids at Christmas program and at special events.

#### **COPS for Cancer Tour de Rock**

Each year since 2012, Joan has raised more than \$10,000 for this cause, shaving her head ten times, including 2019. Joan raises money to fight childhood cancer and send children to Camp Goodtimes, a summer camp in Maple Ridge for child cancer patients.

#### **Other contributions**

- Mount Arrowsmith Branch 49 of the Royal Canadian Legion
- Tim Hortons Camp Day fundraising campaign, which helps send children with special needs to camp
- Coffee with Council, which provides an opportunity to spend one-on-one time with the Mayor or council members
- Through the Oceanside Community Safety Volunteers, she calls seniors living alone to ensure their well-being and offer friendly conversation.