



REGULAR BOARD MEETING AGENDA

TUESDAY, JANUARY 26, 2021
6:00 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: December 15, 2020 | p 1-8 |
| b. | Ratification of In Camera Board Meeting Minutes: December 15, 2020 | p 9 |
| c. | Receipt of Ministry News Releases | |
| | • Increased funding supports students, keeps schools safe | p 10-11 |
| | • Here2Talk offers students free 24-7 mental health help | p 12-13 |
| | • Joint statement on Black Shirt Day | p 14-15 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Oceanside Track Renewal Steering Committee – Trustee Young | p 16 |
| | • Oceanside Building Learning Together Coalition – Trustee Young | p 17 |
| d. | Receipt of Status of Action Items – January 2021 | p 18 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 26, 2021, 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. Superintendent's Report***(Keven Elder)***b. Educational Programs Update***(Gillian Wilson/Vivian Collyer)***13. EDUCATION COMMITTEE OF THE WHOLE REPORT***(Trustee Godfrey)* p 19-20**a. Foundation Skills Assessment***Recommendation:***THAT** the Board of Education of School District 69 (Qualicum) write to the Minister of Education questioning the merits of completing the Foundation Skills Assessment in our schools during this time of a pandemic.**14. POLICY COMMITTEE REPORT***(Trustee Young)***a. Board Policy 107: Use of Education Property for Child Care (NEW)**

p 21-23

*Recommendation:***THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 107: *Use of Education Property for Child Care* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.**b. Board Policy 500: Communicating Student Learning and Student Placement**

p 24-28

*(merging of 5004 and 5010)**Recommendation:***THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 500: *Communicating Student Learning and Student Placement* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.**c. Board Policy 505: Fundraising in Schools**

p 29-30

*(Previously Administrative Procedures Only)**Recommendation:***THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 505: *Fundraising in Schools* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.**d. Board Policy 506: Conduct of Coaches**

p 31-32

*(Previously Administrative Procedure Only and numbered 5015)**Recommendation:***THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 506: *Conduct of Coaches* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.

- e. Board Policy 602: Exempt Staff Supplementary Employment Benefits** p 33-34
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 602: *Exempt Staff Supplementary Employment Benefits* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.
- f. Board Policy 606: Respectful Workplace** p 35-39
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 606: *Respectful Workplace* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.
- h. Board Policy 106: Financial Reporting and Operating Surpluses** p 40-43
(Previously 4005 and 4006)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 106: *Financial Reporting and Operating Surpluses* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.
- i. Board Policy 108: School Generated Funds** p 44-46
(replaces 4008 and incorporates AP Fundraising)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 108: *School Generated Funds* and its attendant Administrative Procedures at its Regular Board Meeting of January 26, 2021.
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* p 47-48
a. Amended Annual Budget Bylaw 2020/2021 *(Ron Amos)* p 49-66
Recommendations:
THAT the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2020/2021 fiscal year at its Regular Board Meeting of January 26, 2021.
(Must be Carried Unanimously)
THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$59,308,600 for the 2020/2021 fiscal year.
THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$59,308,600 for the 2020/2021 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) Amended Annual Budget Bylaw in the amount of \$59,308,600 for the 2020/2021 fiscal year.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

17. TRUSTEE ITEMS

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

- a. **RDN Board Appointment to Ballenas Track Renewal Steering Committee** p 67
- b. **Letter to Minister of Education re: Foundation Skills Assessments** p 68-69
- c. **Letter to City of Parksville re Safety Issues at Moilliet and Despard** p 70-71

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, DECEMBER 15, 2020
6:00 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
Lesley Rowan	Principal, IT Services

Qualicum District Principals/Vice Principals' Association

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the zoom meeting to order at 6:00 p.m. and noted that the meeting would be recorded.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting via zoom on the unceded territory of the Coast Salish peoples and thanked the Snaw-Naw-As (Nanoose) and Qualicum First Nations for allowing the district to live, work and play on their lands.

3. ADOPTION OF THE AGENDA

A Ballenas Track Renewal Steering Committee Update was added under Trustee Items

20-137R

Moved: Trustee Young *Seconded:* Trustee Godfrey

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

Trustee Young requested that one of the topics on the status of action items document, Social Justice Working Group, be discussed under Action Items.

- a. Approval of Regular Board Meeting Minutes: November 24, 2020
- b. Ratification of In Camera Board Meeting Minutes: November 24, 2020
- c. Receipt of Reports from Trustee Representatives
 - French Language Advisory Committee – Trustee Young
 - Oceanside Building Learning Together – Trustee Young
 - BCSTA Trustee Academy – Trustee Young
- d. Receipt of Status of Action Items – December 2020

20-138R

Moved: Trustee Godfrey *Seconded:* Trustee

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 15, 2020, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS**6. BUSINESS ARISING FROM THE MINUTES****a. Exploration of Community Schools Concept**

Trustee Austin thanked the delegation who spoke at the October meeting regarding Community Schools and stated that she believed it is a concept worth re-exploring in the district due to school reconfiguration, changes to local populations, and evolving levels of community services over the past few years.

20-139R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) requests staff to further explore the community school concept and to bring a report back to the Board through the Finance & Operations Committee before the end of this school year.

CARRIED

Trustee Kurland voted against the motion

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Deb Comer, President, commented on the following:

- Appreciation for trustees attendance at the MATA Executive Committee/Rep Assembly Meeting
- Appreciation for the upcoming motion to request the Ministry cancel the Foundation Skills Assessment for 2020/201
- Appreciation to senior staff, with input from MATA, for providing voice systems to some teaching staff to use with masks. This was well-received and she anticipates that more requests for voice systems will follow.
- She thanked everyone who has worked together to support the education of students within our school district during a global pandemic.

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

Sherrie Brown, President, also thanked everyone in the system for their work this year and for the support by management, MATA, the community and the DPAC. She looks forward to continuing that collaboration to identify ways to assist colleagues, students and the community.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

No Report

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

The Vice Chair of the Parent Advisory Council of Springwood Elementary School and parents with children attending shared their concerns regarding the safety of students walking/biking to and from school due to a high volume of building projects in the area, construction vehicles parking on sidewalks, motorists disobeying traffic rules and the lack of safety precautions such as signage and crossing lights. They stated that, while they appreciated the district for being pro-active in training and providing crossing guards at one of the dangerous crossings following an accident where a student was hit by a vehicle, they believe the burden lies with the City of Parksville to ensure safe routes to school. The PAC is willing to work with the City to ensure this occurs and has been petitioning the City to come to the table to discuss safe routes to school. The parents have been advocating to the City as has the board and it was recommended that a high level meeting be arranged with the Mayor and Council of the City of Parksville, the School Board and the PAC and Principal of the Springwood Elementary School to discuss a way forward.

11. ACTION ITEMS**a. Social Justice Working Group Follow Up**

Trustee Young referred to the motion passed at the November meeting to establish a working group to develop a collaborative action plan to move toward socially just schools and community. She requested that the co-chairs from the board be identified as well as the management representative to the working group.

Chair Flynn advised that Trustee Young had expressed interest in co-chairing the working group and offered to co-chair with her if trustees were in agreement. There was no objection. Chair Flynn will discuss management representation to the working group with the Superintendent of Schools.

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

Superintendent Elder reported on the following:

- Appreciation to those attending the meeting and for the increased attendance at board meetings when they are held via zoom.
- Appreciation to everyone for their work from the fall start up to the winter break and he credited all staff, parents, students, and community partners as well as the government for its steady 'hand on the rudder' for the work done to successfully and safely have schools in session.
- While the new year will be different as people begin to feel differently due to the availability of the COVID-19 vaccine, there will still continue to be conversations taking place to identify additional safety protocols.

- He noted that he was missing the December events that are normally held this time of year and was feeling for the students who would have been participating in them. He is looking forward to when those are back and he was pleased that whatever can be done in this environment is still being done. While these are tough times there are still many successes being realized within the scope of limitations.
- Appreciation to everyone and their commitment to staying the course in keeping student and staff safe and healthy and tending to those things that matter most in education.

Trustees Young and Austin then spoke to some issues shared at the MATA Executive Committee/Rep Assembly Meeting as follows:

- Reporting of attendance when it decreases by more than 10%
- Parents switching from in-class learning to distributed learning/home support and then back again which places a strain on teachers and suggestion to send a communication to all parents so they understand the difference.
- Protocol in the event that HVAC systems stop working during a power outage and the ventilation system goes down, which would be contrary to public health orders.
- While not mandatory, why are there not more posters at the elementary schools to promote mask use for children 10 years and older as well as graphics showing the proper way to wear a mask.

Superintendent Elder responded as follows:

- All the comments/concerns the board hears from MATA members also come directly to the regularly held liaison meetings, where issues such as these are discussed consistently throughout the school year. The issues shared have been fully canvassed with the teachers union.
- School and Board Office Staff are reviewing attendance on a daily basis and reporting to the ministry and health authority. He stated that moving forward he would ensure that trustees receive regular attendance reports.
- It is expected that attendance will vary. The board approved a motion that would allow parents to keep their child at home. If it is for a short period of time, teachers are supported in providing work for the student as they normally would for short absences i.e. sickness or vacation during the school year. Some parents choose to have their child at home for longer periods and have been given the option to move to home support. As the students come and go, there is a balance between support from the classroom teacher and from the home support teacher. The benefit at elementary level is that there are triads of teachers working with 2 classes of children to provide more time for the home supported child so there is less pressure on teacher to create a hybrid.
- The District is following the Provincial Health Officer's directives with respect to masks, when they are worn, and when they are not required. The question of masks for younger grades and posting of flyers that may be allowed in a primary setting is something senior staff are currently in deliberation with MATA as it runs contrary to the provincial health officer's requirements and what the board has required. A request by a teacher to have students wear a mask puts additional pressure on the students.

Trustee Austin suggested that matters such as these are of interest to the broader school community and that it be included in the next communication out to the system.

b. Education Update

Gillian Wilson, Associate Superintendent, reported on the following:

- She requested assistance from the community in continuing to talk to youth about the importance of having respect for health orders, to practice physical distancing and not to congregate in large groups, both in and out of schools i.e. evenings and weekends. Some things that surface during those instances have spilled back into the school system and resulted in staff working with community agencies as well as the RCMP.
- She was pleased to report that the district has hired a group of new Teachers Teaching on Call (TTOCs) and more interviews will be taking place later this week.
- Acknowledgement of the contribution from individuals and organizations/businesses in the community to support the District 69 backpack program lead by Virginia Worcester of Borealis Hair Salon and Sheila Morrison, Principal of Errington Elementary School with clerical support of board office staff. The program provides weekly backpacks of food to families who are struggling in the community. The program will also be providing holiday hampers with food and gifts for those families. Thanks to the work that all staff have done this year and thank you to the local unions for acknowledging the work they do together.
- The district has been selected by the Ministry of Education as 1 of 3 districts to provide a pilot project for a seamless childcare program within district schools. This fits well with work the district is already doing in the area of early learning and through the Oceanside Building Learning Together Centre. The plan is to start the pilot in January or February and staff are working with early childhood educators and with local organizations to see how that will look in our system.

Vivian Collyer, Director of Instruction, reported on the following:

- The Ministry is beginning the process to align assessment with the new BC Curriculum and the BC performance standards. A new proficiency benchmark system for K-5 is being developed for Literacy and Numeracy with assistance from a Literacy and Numeracy consultant by the new year. There will be an opportunity in the spring for teachers to field test the benchmarks and early in the new year the benchmarks for grades 6-9 will begin to be developed for teachers to field test later in the spring followed by benchmarks for grades 10-12.
- Gratitude to the board, community and all staff and colleagues for all their work in what has been a very different year.

c. DRAFT 2021-2022 Budget Process Schedule

Secretary Treasurer Amos provided an overview of the proposed budget process schedule in terms of discussion with partner groups, administrators, the board and then in public. All meetings will be held via zoom.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

No meeting was held in December. The next meeting is scheduled for Tuesday, January 19th via zoom.

14. POLICY COMMITTEE OF THE WHOLE REPORT

No meeting was held in December. The next meeting is scheduled for Monday, January 18th via zoom.

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

No meeting was held in December. The next meeting is scheduled for Monday, January 18th via zoom.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS**a. Cancellation of 2020/2021 Foundation Skills Assessment**

Trustee Kurland recommended that the board continue its work from the fall when it wrote to the Ministry to request that the Foundation Skills Assessment (FSA) be cancelled for the 2020/2021 school year. It is even more relevant given the continued and increased presence of COVID in the community and the challenges being experienced by teachers as well as the decision of some families to have students moving back and forth from in-class to at home instruction. Districts do not need the added stress of administering an assessment that will result in skewed data and therefore, would have no validity.

20-140R

Moved: Trustee Kurland *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Minister of Education reiterating its original motion to cancel the Foundation Skills Assessment (FSA) testing for 2020/21, as the conditions under which the assessment is given have not changed and the results will be skewed and have no value, and to request a timely response.

CARRIED UNANIMOUSLY

b. Board of Education Scholarships

Trustees discussed the allocation of funds for the Board of Education Scholarships and it was suggested that all secondary school/programs receive the same amount.

20-141R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) allocate \$8000.00 for the Board of Education Scholarships with \$2000.00 going to each of Ballenas Secondary, Kwalikum Secondary, Parksville Alternate Secondary (PASS) and the Collaborative Education Alternative Program (CEAP).

CARRIED UNANIMOUSLY

c. Pedestrian Safety at Moilliet and Despard

Further to the comments by parents of Springwood Elementary School and the accident which took place in November, Chair Flynn advised that the district would like to see the City of Parksville take responsibility for safe routes to schools for students in the Parksville area. The board is willing to work with the City in terms of planning and to begin that collaboration process by writing a letter to the City to attend to pedestrian safety around Springwood Elementary School.

Trustees requested that, should the letter be written, that it reflect the current work that has been done by the school's parents in their letter writing campaign.

20-142R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT The Board of Education of School District 69 (Qualicum) approach the City of Parksville with a request that the City attend to pedestrian safety at the intersection of Moilliet Street and Despard Avenue.

CARRIED UNANIMOUSLY

d. Oceanside Track at Ballenas Steering Committee Update

Trustee Young reported on the following topics discussed at a meeting of the Oceanside Track at Ballenas Steering Committee held earlier in the day:

- The Town of Qualicum Beach is currently going through its budget process and attempting to keep money in reserve that would have gone to the track renewal through RDN for potential future use for the Oceanside Track.
- The City of Parksville has unanimously passed a motion to support the track renewal and are considering how it might provide funding.
- It was suggested that the committee may wish to resubmit a request to make a presentation to the Oceanside Services Committee
- The committee also discussed fundraising and obtaining letters of support and endorsement for the track project.

Rudy Terpstra, Chair of the Committee introduced Juliette Desvaux, recent Ballenas graduate and member of the UBC track team who trained on the Ballenas track, who spoke to the need to renew the track. She noted that a petition is circulating which currently has over 2300 signatures which shows that there is a lot of community support behind the project.

Michael Garland, committee member, then provided an overview of the fundraising campaign through promotional materials and social media being created. He anticipated having the financing in place by the end of 2021 and to begin construction in 2022. He thanked everyone who has stepped forward to promote upgrading the track and 'planted the seeds' in the past and to the leadership in generating the current momentum.

20-143R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) provide a letter of support to be posted alongside other testimonials as part of the promotional materials being developed by the Oceanside Track at Ballenas Steering Committee.

CARRIED UNANIMOUSLY

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

- a. Letter from Oceanside Health & Wellness Network
Further to the request from the OHWN, Trustee Young volunteered to be the board's representative to that group.
- b. Letter to Parliamentary Secretary – New Economy re Track Renewal
- c. Letter to Minister of Education re International Student Program
- d. Letter to Minister of Education, Minister of Children & Family Development, and Minister of State for Child Care re Support for Seamless Child Care

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff received comments and/or answered questions regarding the following topics:

- Maintenance plans for the Oceanside Track at Ballenas upon completion.
-

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:25 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
December 15, 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
- Personnel
- Legal

No motions were presented for approval.

Chairperson

Secretary Treasurer



INFORMATION BULLETIN

For Immediate Release
2020EDUC0074-002124
Dec. 21, 2020

Ministry of Education

Increased funding supports students, keeps schools safe

VICTORIA – Budget 2020 ensures B.C.'s education system will have the highest school district operating and capital funding ever to support students.

An additional \$288 million committed in combined one-time provincial and federal COVID-19 relief funding this school year will keep B.C.'s K-12 schools safe during the pandemic for students and staff.

- Public schools in B.C. will receive \$5.49 billion in operating grants in 2020-21 to support 547,633 students enrolled in schools this year, an increase of more than \$96 million over last year.
- Districts are also receiving an additional \$151.5 million to fund the recently signed collective agreement with teachers.
- Including special grants, total operating funding per student is estimated at \$11,239 for the 2020-21 school year, 16.9% higher than in 2016-17.
- This increased operating funding is providing record investments for a new supplement for children and youth in care, Indigenous learners, rural schools, students with special needs and supports for students with mental health needs.
- Children and youth in care, children living in low-income families and a greater number of students with mental health challenges are benefiting from a new \$23-million supplement being allocated to school districts in 2020-21.
- Districts can use the supplement to provide additional supports and services to these students, including trauma counselling, tutoring, mental health prevention strategies or hiring additional support staff.
- Students at rural schools will benefit from the largest one-year funding increase ever for their schools, with \$321.6 million allocated this year, \$26.5 million more than last year and \$49.4 million more than in 2016-17.
- The amount of money school districts are receiving to support Indigenous learners and students with special needs is also increasing for the 2020-21 school year.
- Targeted funding for Indigenous learners is \$90.9 million in 2020-21, an increase of \$21.3 million (31%) since the 2016-17 school year.
- Students with special needs are being supported with \$627 million in supplemental funding in 2020-21, an increase of \$162 million (35%) since the 2016-17 school year.
- Operating grants are released in December each year, based on actual enrolment as of Sept. 30, providing school districts with recalculated funding to support their operations for the current school year.

Learn More:

Operating grants for the 2020-21 school year are available for viewing here:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-20-21>

For a backgrounder with enrolment breakdowns for each school district, visit:

https://news.gov.bc.ca/files/EDUCfunding_BG1_21.12.20.pdf

For a backgrounder with all B.C. public school grants and COVID-19 relief funding, visit:

https://news.gov.bc.ca/files/EDUCfundingBG2_21.12.20.pdf

Federal and provincial COVID-19 relief funding information is available here:

<https://news.gov.bc.ca/releases/2020EDUC0062-001652>

Contact:

Ministry of Education
Government Communications and Public
Engagement
250 356-5963

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



NEWS RELEASE

For Immediate Release
2020AEST0055-002096
Dec. 21, 2020

Ministry of Advanced Education and Skills Training

Here2Talk offers students free 24-7 mental health help during the holidays

VICTORIA – This holiday season is challenging for everyone, and post-secondary students have a free, 24-7 counselling and referral service available to them through Here2Talk.

“The holidays will look different this year, and we remain committed to providing the supports students have called for to ensure they are addressing any mental health issues, as they arise,” said Anne Kang, Minister of Advanced Education and Skills Training. “It’s OK to not feel OK and there is help available 24-7 because loneliness, stress, anxiety and mental health needs aren’t on a schedule.”

Here2Talk is a free mental health counselling and referral service that provides year-round, 24-7 mental health support services for all B.C. post-secondary students regardless of whether they live in Canada or abroad. Students who are feeling depressed, stressed or anxious can get support whenever they need it and as often as needed.

“B.C. students are struggling with pressures far beyond their course loads, as they navigate remote learning, housing, employment and isolation during the pandemic,” said Sheila Malcolmson, Minister of Mental Health and Addictions. “Any student who needs mental health support, please reach out for help. Here2Talk is available to you whenever you need it.”

Students can access chat sessions with a trained counsellor online at Here2Talk or by downloading the free Here2Talk app through the Apple App Store or Google Play Store. They can speak with a counsellor by phone toll-free at 1 877 857-3397 or direct at 604 642-5212. Students calling from outside Canada can dial +1 604 642-5212 (international calling charges may apply).

Here2Talk call and chat services are available in English and French, with some additional languages, such as Punjabi, Mandarin, Cantonese, Spanish and Arabic, supported over the phone based on availability to call centre providers. If a language-specific counsellor is not available at the time of the call, services are offered in English and supported by a third-party translation service as required and as available.

In addition to Here2Talk, there are other supports available to students on or off campus and in the community, including virtual mental health supports available on the Ministry of Mental Health and Addictions’ website. Many post-secondary institutions have extended the holiday break by up to one week, recognizing the additional pressures many students face as a result of the COVID-19 pandemic.

Improving mental health in post-secondary institutions is an integral part of government’s actions outlined in A Pathway to Hope, B.C.’s roadmap for making the system of mental health and addictions care better for people, no matter where they live in the province.

Quotes:

Jonny Morris, CEO, Canadian Mental Health Association, B.C. Division –

“Students feeling overwhelmed by the impacts of COVID-19 on their studies and lives are not alone. They have been coping with the pandemic as well as new and challenging learning environments, all while managing the pressures and transitions in student life. As we head into the holidays, these concerns can feel even more pronounced. Here2Talk is an excellent confidential and real-time resource for students that is aligned with existing services on campuses and in their communities.”

Jennifer Gullins, Okanagan College Students’ Union representative –

“This year has been really stressful for me as a student during this challenging time with online learning, a loss of my college community and a physical separation from my friends and family. Knowing that support is a confidential call or text away has been reassuring. I really encourage students to reach out if they need help. It’s OK to ask for help and you don’t have to navigate the impacts of 2020 alone.”

Quick Facts:

- Youth between the ages of 15 and 24 years are more likely to report mental illness and/or substance use disorders than other age groups, influenced by pressures ranging from financial stress to personal relationships, academics, sleep problems and stigma in seeking help.
- Since Here2Talk launched in April 2020 and through October 2020, the service has been accessed almost 5,200 times. Students used the chat feature 75% of the time and the phone call feature 25% of the time.
- The Ministry of Advanced Education and Skills Training invests \$1.5 million annually into Here2Talk.
- The on-demand service, operated by Morneau Shepell, supports students dealing with challenges such as depression, anxiety, loneliness, the pressure to perform, crises, racism and relationships.
- Counsellors can refer students to local resources in their communities.

Learn More:

Learn more about Here2Talk: <https://here2talk.ca/home>

Learn more about other mental health supports on the Ministry of Mental Health and Addictions’ website: <https://www2.gov.bc.ca/gov/content/mental-health-support-in-bc>



JOINT STATEMENT

For Immediate Release
2021AG0002-000051
Jan. 15, 2021

Ministry of Attorney General
Ministry of Education

Joint statement on Black Shirt Day

VICTORIA – Rachna Singh, Parliamentary Secretary for Anti-Racism Initiatives, and Jennifer Whiteside, Minister of Education, have released the following statement to mark Black Shirt Day on Jan. 15, 2021:

“We stand alongside every person who has faced – and continues to face – racism today and every day. Black Shirt Day is a grassroots initiative to show solidarity with Black and racialized communities in B.C. in their ongoing struggle for equity, equality and justice.

“Jan. 15 is also the birth date of Martin Luther King Jr. On this day, we remember how he inspired millions of people to join together in the push to end racism, and how far we still have to go to create a world where everyone is treated equally, regardless of race or the colour of their skin.

“Education is a powerful tool in the fight for equity and equality.

“B.C.’s curriculum supports the teaching of Black history topics, such as the history of the trans-Atlantic slave trade and the Underground Railroad. But we understand there is more work to be done to ensure an anti-racism lens is core in B.C.’s curriculum. That’s why we are working with representatives of the BC Black History Awareness Society to identify teacher and student resources.

“We will continue to listen and work collaboratively to ensure we can effectively strengthen the curriculum, further support diversity and add to the global effort to end systemic racism.

“By learning to identify the language of racism and oppression, we can better respond to discrimination in our communities.

“With this in mind, we will be launching an anti-racism awareness campaign as part of a recent \$1.9-million investment to make B.C. safer and more inclusive for everyone. Part of this funding will also support other initiatives to address individual and systemic racism.

“We’ve also expanded the Resilience BC Anti-Racism Network and increased support for community projects focused on addressing anti-Indigenous, anti-Black and anti-Asian racism. Alongside these initiatives, we will be introducing B.C.’s first anti-racism act and disaggregated, race-based data collection.

“The issue of racism will not be solved by these actions alone. We need everyone in B.C. to stand together in this fight and to show that discrimination in any form will not be tolerated.

“Our government applauds the initiative of Black Shirt Day. We believe B.C. should be a

province that works for everybody. It is only by working together, we can make this dream a reality.”

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



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Track Renewal Steering Committee
Meeting Location: Zoom
Meeting Time: Tuesday, January 12, 2021 at 9:00 a.m.

Mandate:

To upgrade Ballenas Secondary track so that it can be safely used by all in the Oceanside community.

- School District has passed motions to continue the support for the track project with a community-based committee
- Updated estimates for a 6 lane leveled track are around 1.5 million. The Committee agreed this would serve the needs of the community and be a "practice" not competitive track. If fundraising targets cannot be met, we will consider 6 lanes unlevelled or 4 lanes. Costs of all options were updated and discussed.
- Discussed possible committee members.

1. Updates:

- SD 69 – Trustee Elaine will send the reports on (once they are in public) to PGOSA in order to keep them informed. Suggested a presentation to OHWN at some point.
- Parksville – Letter of support is coming. Suggested we return to the Oceanside Services Committee and Councilor O'Brien will set this up.
- Qualicum—Town continues to support the initiative.

2. Fundraising

- Full plan will be sent to committee members via email.
- Coming soon Virtual or real run.
- 50/50 draw which can be accessed by any resident of BC
- Update re: donation link on the School District Website. Up and running now!!
<https://www.canadahelps.org/en/charities/school-district-no-69-qualicum/campaign/oceanside-community-track-ballenas/>
Feel Free to Donate!!!!
- Website will be constructed and up and running in 2 weeks. This will allow for information, updates, fundraising, testimonials and other applications.
- Next meeting for fundraising in a week

3. Next Meeting:

- Wednesday, February 10 at 9:00 AM



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Building Learning Together Coalition
Meeting Location: Zoom
Meeting Time: Noon, January 7, 2021

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 Goals:

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

In Attendance (Agency list): SOS; Island Health; RDN Recreation; Oceanside Building Learning Together; Child and Youth Mental Health; Parent Support Services; School District 69; Arrowsmith Community Recreation Association (ACRA); PLAY Oceanside; PacificCare; Qualicum Beach Library.

1. Follow up first 2000 days conference

- Interest from UBC researchers to see if VIHA wanted to collaborate in a research project on the First 2000 Days –specifically the EDI. A grant would enable the project to go ahead. More info to follow
- Judi thanked Helene for being the catalyst in the First 2000 Days project
- Think tank being planned for Feb. 18th–more info to come.
- Likelihood that Local Action Team (LAT) and Child Wellness Group will merge and it will be called Child and Youth Wellness Group

2. COVID Implications of new health guidelines on organizations

- SD 69 Associate Superintendent was on a call with Dr. Allison, the Island's medical health officer, who gave an update on COVID:
 - The majority of the cases are from the First Nations and Malaspina Lodge outbreaks, but these are getting under control. Community schools and organizations have protocols that are working and COVID cases are typically resulting from social interactions.
 - Vaccinations –going well on the Island.
- Other agencies operating in much the same way as in December.

3. Childcare (SD69/OBLT)

- OBLT in final stages of licensing for the Errington After School program
- The Province asked SD69 to pilot the Seamless Childcare program. This is to incorporate before and after childcare within a kindergarten classroom adding an early childhood educator to work with a kindergarten teacher. This will minimize the transition for children.
- The School Board has been supporting seamless childcare and policy committee will be considering a new policy regarding this at the upcoming meeting.
- Registrations for Kindergarten and for the K-3 Primary Program are open.

4. Mid Island Child Care Action Plan & Report

- is in draft form
- will be shared to the Coalition once it has been approved by the individual municipalities that supported it
- Oceanside area –for every 100 children, only 8 are accessing afterschool child care.

5. Agency updates – All updated programs are available on the new OBLT website.

Next meeting: Thursday, February 4, 2021

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

Action Item	Responsibility	Status	Proposed Deadline
<p>Creation of Social Justice Working Group November 24, 2020 THAT, the Board of Education of School District 69 (Qualicum) establish a working group, with membership from all parts of the Oceanside community including students, parents, school district employees and community members, to develop a collaborative action plan to move toward socially just schools and community. This group would be co-chaired by two School Trustees with support of Senior Management and would provide regular reports to the Regular Board meeting, including any recommendations for action</p>	Trustees		TBD
<p>Codes of Conduct Working Group September 22, 2020 THAT the Board of Education of School District 69 (Qualicum) ask senior staff to create a working group, which includes student and parent advisory council representatives, to work on the School Codes of Conduct</p>	Senior Staff		Spring 2021
<p>Use of Common Space for Artwork 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>	Senior Staff	Deferred due to COVID	TBD
<p>Climate Action Symposium 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>	Climate Action Task Force Members	Has been decided to move timeline from spring 2020 to fall 2020 Will now depend on status of pandemic	TBD



Education Committee of the Whole Report
Tuesday, January 19, 2021
VIA ZOOM
2:30 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.*

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

Excited to start this year and hopeful that it will be drastically different than the previous year. An additional placeholder on the agenda will be 'Lessons Learned' and will give us the opportunity to look at some changes in our process of teaching and engaging students and see what is working and may continue and what is not working.

3. SHARED LEARNING:

a. PAC Initiatives at Springwood Elementary

- Welcome Back Chalk Messages
- SES Rocks
- Welcome to SES Video

b. Mental Health & Wellbeing

- impact of COVID-19
- long waitlists in our communities with social services
- new families needing supports
- recognizing gaps
- referrals around suicide preventions
- local action team combined with Oceanside Wellness, a collaborative response committee.

4. INFORMATION

a. Foundation Skills Assessment

- Dates have changed to February 15th to March 12th
- More information will be shared out to schools in February

b. Update on Attendance Since Return January 2021

- Attendance levels are similar to last year at this time.
- We have fewer students accessing our home support model after the winter break.

c. Kindergarten Registration

- Online! MyEdBC has created a program for parents to register on-line
- Video on our website created to help new parents with the process of registering.

- d. **Programs of Choice**
 - French Immersion K registration is happening
 - all our programs of choice are highlighted on our SD website.
- e. **Alternative Education Review**
 - placeholder on our agenda
 - this school year was to be the 'implantation year' of the recommendations from the review. A 'soft alt' is being looked at; staffing and location.
 - mentioned by a trustee about the use of the word 'alternative' and the stigma around being different.
- f. **Social Justice**
 - Trustees Elaine and Eve will co-chair this committee. More to come

5. **DISCUSSION**

- Discussion on the merits of FSA's during a pandemic (recommendation below)

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

THAT the Board of Education of School District 69 (Qualicum) write to the Minister of Education questioning the merits of completing the Foundation Skills Assessment in our schools during this time of a pandemic.

7. **QUESTION PERIOD**

8. **LESSONS LEARNED**

- Grad. Recognizing that schools can plan for a different Grad this year, they are going into it with a 'lets plan a great celebration during a pandemic' mindset.
- Online transition from Grade 7-8 has been well received and is ongoing. Existing Grade 8's missed this last year.

9. **FUTURE TOPICS**

- High school presentation about course selection, suggested by a trustee.

10. **NEXT MEETING DATE**

- Tuesday, February 16, 2021 at 2:30 via Zoom



USE OF EDUCATION PROPERTY FOR CHILD CARE

Context:

Consistent with *Ministerial Order M326* (August 31, 2020), and the provisions of *The Educational Statutes Act, 2020*, the Board of Education has identified the need for quality, affordable, childcare that is accessible, where possible, to school sites. This policy should be read in conjunction with Policy and Administrative Procedures 105 - *Use of School Facilities*.

Policy Statements:

1. The Board recognizes the need for quality, affordable and accessible before and after school childcare close to or on all school sites.
2. The Board promotes the provision of quality, affordable and accessible child care between the hours of 7 A.M. and 6 P.M. on business days by either the Board or third party licensees.
3. Use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Guiding Principles:

The Board believes that:

1. The Board should regularly assess the community need for child care programs on their property through a process of engagement with all interested parties including board employee groups, DPAC and PACs, Indigenous community leaders, members of the early learning table (OBLT), and interested others.
2. All child care programs should be provided at a fee that reflects only the direct and indirect costs to the district.
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

Definitions:

1. In this policy, the terms "board property," "business day," "child care program," "educational activities," and "licensee" have meanings given to those terms in the School Act.
2. "Direct and Indirect Costs" include:
 - a. Utilities
 - b. Maintenance and repair
 - c. Allowance for custodial and other school district related expenses including any time spent by district employees relating to the use of facilities by licensed child care providers.

References:

- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- Education Statutes Amendment Act, 2020
- Ministerial Order M326 (August 31, 2020)
- Community Care Facilities Act

Adopted/Amended:

Adopted:



Purpose

These administrative procedures are intended to provide the procedural framework for Board Policy 109: *Use of Education Property for Child Care*. In School District 69 any child care services provided on school district property is most often provided by third party providers and community partners.

Procedures:

1. Senior staff will ensure that assessments of community needs for child care are done at least annually in relation to each elementary school in the district in collaboration with Board employee groups, DPAC and PACs, Indigenous community leaders, members of the early learning table (OBLT), and interested others.
2. Those periodic assessments will consider the current provision of child care services before and after school, whether by third-party child-care providers or by the district, relative to the need of the parents in that school community.
3. As possible, senior staff will consider within those assessments the capacity of the district to work with third-party providers for child care services to pre-school aged children, including full-day services where demand, facility and availability of operators allows.
4. If child care programs are to be provided on Board property, the Board of Education will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both. Preference will be given to not-for-profit providers.
5. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
6. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program.
7. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
 - (a) provide inclusive child care; and,
 - (b) foster Indigenous reconciliation in child care.
9. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
 - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.



BOARD POLICY 107 – ADMINISTRATIVE PROCEDURES

USE OF EDUCATION PROPERTY FOR CHILD CARE

10. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five (5) years. The contract must contain:
 - a. a description of the direct and indirect costs for which the licensee is responsible;
 - b. an agreement by the licensee to comply with this policy and all other applicable policies;
 - c. a provision describing how the agreement can be terminated by the Board or the licensee;
 - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - f. a requirement for the licensee to maintain appropriate standards of performance; and
 - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
11. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

References:

- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- Education Statutes Amendment Act, 2020
- Ministerial Order M326 (August 31, 2020)
- **Community Care Facilities Act**

Dates of Adoption/Amendments:

Adopted:

Amended:



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Context:

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

Policy Statement:

The Board of Education, through their educators, will have effective communication between home and school with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy. Placement of any student by grade, course or program will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

Guiding Principles:

The Board believes that:

1. Parents should be meaningfully involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.
3. Students and parents should be provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. Information shared with parents should be descriptive and strength based, and should include suggestions about ways to support further learning.
5. Students should be encouraged to work toward their goals, build student ownership, and have a central role in the communication process.
6. Students should be able to use this information to make necessary revisions to their work and set new learning goals

References:

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 84.07.04

Amended: 87.11.25; 88.09.28; 94.04.26; 17.01.24; 17.06.27



Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. **Communicating student learning will be done in a way that ensures that:**
 - a. **Parents are well informed, etc. (see list in current policy)**
2. **Information provide to parents will:**
 - a. **Be descriptive, etc. (see list in current policy)**
3. **Communicating student learning will occur in a variety of ways including:**
 - a. **Parent conferences**
 - b. **Student-led and three-way conferences**
 - c. **Electronic or paper-based portfolios**
 - d. **Reporting/communication applications**
 - e. **Written interim reports**
 - f. **Web-based resources**
 - g. **Phone calls, emails or texts**
 - h. **Samples and demonstrations of student work, videos or written summaries**
 - i. **Formal “points of progress” reports**
 - j. **Formal report cards**



Methods of Communicating Student Learning

Communicating student learning to parents will continue to be a strategic focus for the District. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- * Parent conferences
- * Student-led conversations
- * Electronic or paper-based student portfolios
- * Class websites
- * Phone calls, emails or texts
- * Newsletters
- * Student agendas

1. The District will continue to support use of two technology-based tools to assist teachers in carrying-out this work:
 - * **FreshGrade** and **Scholantis** - professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.



BOARD POLICY 500 – ADMINISTRATIVE PROCEDURES
(merging of 5004 and 5010)

COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 500 – ADMINISTRATIVE PROCEDURES (merging of 5004 and 5010)

COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

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References:

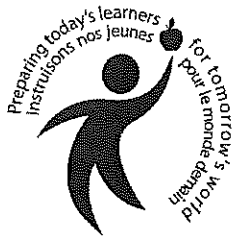
- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 84.07.04

Amended: 87.11.25: 88.09.28: 94.04.26: 17.01.24: 17.06.27

DRAFT



Context

The Board of Education understands that schools often require additional funds that are not provided by the Board or the Ministry of Education and, further, the Board recognizes the educational and humanitarian values of fundraising in and by schools and their Parent Advisory Councils (PACs).

Policy Statement

The Board of Education supports fundraising by the school or Parent Advisory Council when it is to provide a benefit to children or the community and the program or service is not affordable within regular school or district budgets.

Guiding Principles

The Board believes that:

1. Fundraising by the school or PAC should primarily occur when the funds are needed for the benefit of students and the funds are not available through district or school public funds.
2. The focus of fundraising, when it is necessary, should be the well-being of students and the school as a whole.
3. Fundraising, whether by the school or the PAC, may also be appropriate when it provides a service or a product in the community that the school might not otherwise be able to afford.

References

- Administrative Procedures to Board Policy 505: Fundraising in Schools

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose

When a school-based fundraising initiative is proposed for a school or program, the principal or person responsible must ensure the following:

1. Any school club, group or organization, including Parent Advisory Councils (PACs), must request and receive permission from the principal to engage in a fund-raising activity.
2. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices and recorded in school accounts that are under the control of the principal.
3. All funds raised by Parent Advisory Councils shall remain the responsibility of PACs until donated to the school, at which time the funds shall be recorded in school accounts that are under the control of the principal.
4. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum.
5. Principals will advise parents as to the purposes of all fund-raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.

References

- Board Policy 505: Fundraising in Schools

Dates of Adoption/Amendments

Adopted: 1980.03.19:

Amended: 1981.02.18: 1982.06.22: 1984.06.20: 1989.02.22: 1989.05.24 1991.09.10:

2000.11.28: 2005.02.22: **2017.01.24**



Context

The Board of Education understands that physical literacy is a developmental priority for all students, and that for many students one key aspect of that is athletics, including competitive sports. Where coaches are needed for athletics, whether those are school district employees or community volunteers, there is a clear expectation among students, families, community members and the school district that coaches are to respect the privileged relationship that develops between a coach and an athlete. It is well understood in all areas of society that the role of a coach must be of a high standard of morality, accountability and respect.

Policy

The Board, while grateful to all who volunteer, **including staff and community volunteers**, for the important work of coaching students in athletics, has a clear expectation that coaches will demonstrate genuine respect and high levels of morality in addition to providing the time and expertise that comes with coaching

Guidelines

The Board believes that:

1. Support for volunteer coaches is a critical element of ensuring optimal opportunities for growth and development of young people.
2. For many students, athletics can be the foundation for connection to school, and coaches play a central role in supporting positive athletic experiences for students.
3. The conduct of coaches is expected to be at the highest level, including through the example of pro-social and appropriate conduct in all aspects of the coach's life.
4. As role models, coaches are expected to set a high moral standard for student athletes.
5. Coaches are expected to abide by all expectations defined by BC school sporting bodies including BC School Sports.

References

- Administrative Procedures to Board Policy 506: Conduct of Coaches
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- **Board Policy 302: Communities' and Volunteers' Involvement in our School District**

Dates of Adoption/Amendments:

Adopted: 2015.11.24

Amended:



Purpose:

The purpose of these administrative procedures is to provide clarity for coaches and school sponsors of team and individual athletics in regard to expected conduct of coaches.

It is expected that all school coaches, including employees and community volunteers, will:

1. Shall recognize that school sport is an extension of the classroom and the school, and shall conduct themselves accordingly when performing coaching duties;
2. Shall observe the Competitive Rules and Regulations of BCSS, and those of their local athletic association and applicable Sport Commission;
3. Shall observe the rules of the sport, the spirit of the rules of the sport, and shall ~~encourage~~ require student-athletes to do the same;
4. Shall treat all participants fairly and equitably, by refraining from discriminating against any student-athlete with respect to race, colour, ancestry, place of origin, religion, family status, physical or mental disability, gender identification, sex or sexual orientation;
5. Shall respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;
6. Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;
7. Shall not use physical force of any kind in the conduct of coaching duties;
8. Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any student-athlete;
9. Shall abstain from the use of tobacco or vape products, illicit narcotics and alcohol while in the presence of student-athletes during times that they are engaged with student athletes including when responsible for them away from the school, and shall discourage their use by student-athletes.
10. Ensure that all athletes and other students connected to the program (e.g. managers) abide by the school's code of conduct and the Board's Policy on Safe, Caring and Inclusive School Communities.

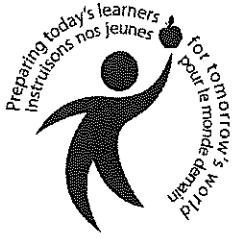
References:

- Board Policy 506: Conduct of Coaches
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- **Board Policy 302: Communities' and Volunteers' Involvement in our School District**

Dates of Adoption/Amendments:

Adopted: 2015.11.24

Amended:



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Context:

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

Policy Statement:

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

Guiding Principles:

The Board believes that:

1. ~~The board believes that~~ A respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. ~~The board believes that~~ Benefits should not be subtracted when moving to a position of greater responsibility.

References:

- Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose

These administrative procedures are designed to support Policy 602: Exempt Staff Supplementary Employment Benefits, and build from the Board of Education's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 (parental) and G.21.10 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

- Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted:

Amended:



Context:

The Board of Education is responsible for creating and maintaining a respectful, healthy and productive learning and working place **environment**. A high standard of conduct is therefore expected, encouraged and maintained. The Board expects everyone involved in the school district to follow the highest standards of conduct in all aspects of their roles and believes that these standards are essential in providing the best learning environment for students, **not only for working but for learning**. This policy is intended to cover school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

Policy Statement:

The Board is committed to creating and maintaining a learning and working environment where all adults are treated and treat each other in a courteous and respectful manner.

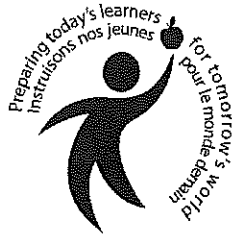
The Board commits to the ideals of:

- a. A consistent understanding regarding proper and appropriate behavior in dealing with others, including speaking and acting without offending others;
- b. Interactions between people being fair, professional and respectful;
- c. Appropriate conduct being demonstrated with respect to school district property;
- d. Concerns being resolved in a timely and effective manner; and,
- e. Concerns being addressed in their appropriate place, whether within the provisions of a collective agreement, in Board policy or in other regulatory or restorative processes.

Guiding Principles:

The Board believes that:

1. The Board believes that a **A** respectful, fair and equitable climate must be created, nurtured and actively maintained in all working and learning spaces.
2. The Board believes **All** members of the learning/working community must be able to easily voice and resolve complaints.
3. All people engaged in school district activities are expected to conduct themselves in a manner which is courteous, respectful of and responsive to the needs of others and which also treats school district property appropriately.
4. All people can expect to be free from objectionable or abusive behavior and comments.
5. Individuals **All people** involved in the learning and working environment are responsible and accountable for their actions.
6. The following are examples of behaviours that will not be tolerated by the board:
 - a. Bullying and harassment including gender based sexual harassment
 - b. Discrimination as outlined in the B.C. Human Rights code.
 - c. Any form of unfair or inequitable treatment based on gender, social class, sexual orientation, gender identity, country of origin, spiritual or religious beliefs.
7. Individuals **All people** are responsible for ensuring that their actions and communication with others (including electronic communication) adhere to the spirit and intent of this policy.



8. People in positions of authority are also entitled to a safe working and learning environment free from objectionable and abusive behavior.
9. People in positions of authority are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. As well, people in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

References:

- Administrative Procedures to Board Policy 606: Respectful Workplaces
- WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

Dates of Adoption/Amendments:

Adopted:

Amended:

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Purpose:

This policy is intended to provide a safe and effective procedure for resolving interpersonal conflicts and reporting inappropriate conduct in the workplace.

Scope:

1. This administrative procedure and associated policy covers all adults involved in the learning or working environment regardless of their role. This includes school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district.
2. Students are not covered under this policy. Standards for student behavior are addressed under each school's code of conduct.
3. Inappropriate behavior by an adult toward a student is not covered by this policy. The School Act, School District Policy, the Teachers' Regulation Branch, the District's Collective Agreements along with the BC Human Rights Code and employment laws/statutes will define and govern the standard of behavior required by adults when dealing with students.
4. For District employees, this policy does not supersede any provision of an applicable Collective Agreement.
5. The conduct of the Board of Education is addressed in Board Bylaw 1 under Trustee Code of Ethics.
6. The following matters are not subject to the above principles
 - a. Student suspensions of more than five days (See Board Policy: Suspension of students)
 - b. Decisions of the District Discipline Committee
 - c. Investigations/resolutions through employment contracts, collective agreements, or codes of ethics.
 - d. Matters subject to legal proceedings
 - e. Matters involving serious misconduct which warrant an independent investigation and response by the district.
 - f. Malicious, frivolous, or bad faith complaints where the complainant refuses to participate in a respectful resolution process.

Responsibilities:

7. School and district administration will ensure that provisions of this policy and administrative procedure are used to support the creation and continuation of respectful workplaces, and for providing support and intervention as needed to that end.
8. Employees will be expected to, in accordance with WorksafeBC requirements, report an incident of violence to their supervisor in accordance with the procedure for the handling of a violent incident.
9. School and district administration will work with anyone alleging an incident of bullying and harassment in accordance with Policy 6190 Workplace Bullying and Harassment.
10. School and district administration will ensure that matters are referred to the processes described in collective agreements as situations dictate.



Definitions:

11. Inappropriate workplace conduct is that which is objectionable and/or unwelcome to an individual. Examples of such conduct include, but are not limited to:
 - a. an action or comment by any person which insults, or degrades another person;
 - b. verbal abuse in any form, such as **including** swearing at or displaying anger toward another person **or threatening language**;
 - c. written or verbal comments, actions or gestures or other behaviors;
 - d. "jokes" which are offensive or belittling;
 - e. abusing authority;
 - f. yelling or shouting (except where intended to alert another to danger);
 - g. deliberately excluding an employee from relevant work activities or decision making;
 - h. decision making which is influenced by factors which have no work related purpose;
 - i. attempting to discredit an employee by spreading false information about them.

Resolution Process:

12. Any allegation of behavior that is inconsistent with the expectations of this policy and administrative procedure should be referred to the provisions of a collective agreement or board policy where possible. If those referrals are not appropriate, the steps listed below may be undertaken.
13. For context, not all unpleasant or inappropriate conduct amounts to bullying and harassment. Employees might disagree on issues, they might not like what they are asked to do, or they might not be friends with all of their co-workers. However, all employees are expected to do what they can to interact respectfully with others.
14. Given that most reasonable people will change their behavior when they discover it is creating issues for others, a complainant should attempt to resolve concerns informally at the earliest possible stage without unnecessary escalation. The complainant may select an advocate for support through the following process:
 - a. the complainant should attempt to find a suitable resolution directly with the other person involved;
 - b. in the event that a satisfactory resolution was not achieved, the complainant should address the matter with a union or association representative and, as possible, with the other individual's supervisor;
 - c. If the issue remains unresolved, the complainant may refer the matter to the Director of Human Resources for consideration of further mediation or investigation, or directly to the Superintendent of Schools;
 - d. If the issue has not been concluded through the processes of 14 a through c, it shall be referred to the Superintendent (or designate).

Reporting an Incident:

15. In the event that someone uninvolved is a witness to inappropriate conduct (i.e., damage to property, an offense toward another individual, etc.) that individual must report the incident to the supervisor most responsible for that area immediately.



References:

- WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

Dates of Adoption/Amendments:

Adopted:

Amended:

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FINANCIAL REPORTING AND OPERATING SURPLUSES

Page 1 of 2

Context:

The Board of Education has a mandated obligation to care for and effectively use public funds to provide an educational program for all School District 69 (Qualicum) students. In order to ensure the financial integrity of the public accounts in its care, the Board of Education requires the Secretary-Treasurer to develop and present to the Board of Education quarterly financial reports at a Regular Public Board Meeting which outline the financial position of **the** School District. The Board also has a responsibility to effectively manage any accumulated surpluses. An accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

Policy Statement:

1. The Board expects management of current and future finances will be wise and prudent.
2. In all financial decision making, the interests of providing a quality educational program to students will be central.
3. Wherever possible, financial plans will consider environmental sustainability as an important short-term and long-term factor.
4. The Board expects (and is mandated) to prepare a balanced budget.
5. The Board will establish a restricted portion of its accumulated operating surplus and/or its annual operating budget as a contingency reserve to be used to mitigate future budget shortfalls. If possible, the targeted amount of contingency reserve will be up to 2.5% of total operating budget for that year.

Guiding Principles:

The Board believes that:

1. All school district business will conform with generally accepted best business management practices
2. To maintain an open and honest climate in School District 69, all financial documentation will be explained explainable and clearly understood understandable by trustees and the public.
3. Budget preparation will include planning, reviewing and decision-making phases. At each phase consultation with stakeholders and public will be arranged and encouraged.
4. Budget planning will recognize needs of the students, the system and new programs identified by all those involved in consultations.
5. Newly budgeted projects and programs will be fully reviewed and evaluated on an ongoing basis.
6. Financial reports will be presented quarterly at a public meeting of the Board.
7. At the end of each fiscal year, up to 2.5% of the accumulated operating surplus will be placed in contingency reserve to protect the district from unforeseen future risks. A contingency fund of up to 2.5% of the preliminary budget should be built into budget planning.

Definitions:

1. Accumulated operating surplus: The extent to which operating revenues from all previous years exceeds operating expenditures from all previous years.



FINANCIAL REPORTING AND OPERATING SURPLUSES

2. Accumulated Operating Deficit: The extent to which operating expenditures from all previous years exceeds operating revenues from all previous years.
3. Contingency reserve – Amounts transferred to an operating or capital account which can be used to protect the district from unforeseen future risks.

References:

- School Act Part 6 – Boards of Education

Dates of Adoption/Amendments:

Adopted: 79.11.21

Amended: 84.06.06: 87.10.28: 89.02.22: 94.02.22: 00.11.28: 16.04.26:

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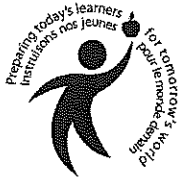
BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES
FINANCIAL REPORTING AND OPERATING SURPLUSES

Financial Reporting

1. In order to ensure the financial integrity of the public accounts in its care, the Board of Education will be provided with quarterly financial reports showing the current financial status of the School District. These reports will include year-to-date summations of revenues and expenditures and will compare to the current budget and to prior year results.

Accumulated Operating Surpluses

1. The Accumulated Operating Surplus will be comprised of the following three components:
 - a. Contingency Reserve
 - b. Appropriated Operating Surplus
 - c. Unrestricted Operating Surplus
2. In conjunction with the Board's review and approval of the annual financial statements, the Board will restrict a portion of the accumulated operating surplus (if one exists) for the purpose of forming a contingency reserve.
3. The contingency reserve will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
4. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation of accumulated operating surplus.
5. The balance of the accumulated operating surplus will be held as unrestricted operating surplus.
6. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board's approval, in response to unforeseen circumstances.
7. Examples for use of the Contingency Reserve may include
 - a. Elimination of any deficit arising at the end of the fiscal year
 - b. Incurring of new cost pressures in a fiscal year that were not known at the time of budget development
 - c. Settlement of legal action that is not covered by the School Protection Program
 - d. Initial one-time cost outlays for new educational programs
 - e. Coverage for disaster recovery expenditures
 - f. Extraordinary unknown utilities cost pressures
 - g. To appropriate to balance the next year's budget
8. When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.



BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES
FINANCIAL REPORTING AND OPERATING SURPLUSES

Process

1. In conjunction with the Board's review and approval of the financial statements, the Secretary Treasurer will present for the Board's review and approval the internal restriction of accumulated operating surplus for:
 - a. Contingency Reserve; and,
 - b. Multi-year funding of projects and programs.
2. Prior to adoption of each annual budget and amended budget, the Secretary Treasurer will present for the Board's review and approval, allocation of budget for the purpose of contingency reserve, and when applicable, strategies for replenishing the contingency reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures.

References:

- Board Policy 105: Financial Reporting and Operating Surpluses

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT

SCHOOL-GENERATED FUNDS

**Context:**

Funds may be collected at the school level through fees, events, field trips and other fundraising. Careful accounting of those school-generated funds is an important aspect of school management and leadership. Because fundraising events may involve cash, funds are not easily tracked, giving rise to the need for clear protocols and procedures. Other entities, most notably Parent Advisory Councils, may generate funds in connection with the school as well. While those accounts are not managed by the school or district, protocols for how that fundraising occurs need to be in place.

Policy Statements:

1. The Board of Education recognizes its responsibility and accountability for all funds raised and dispersed in the name of any school or program in School District 69 (Qualicum), and for the proper handling and managing of those funds.
2. The Board understands that this stewardship role does not extend to funds raised and dispersed by Parent Advisory Councils in the school district, but that protocols for such fundraising should be in place.

Guiding Principles:**The Board believes that:**

1. ~~The Board expects~~ The Secretary Treasurer to **should** ensure that procedures, systems, and controls are in place to effectively manage the receipt, care, and expenditure of school-generated funds.
2. Fundraising at the school level ~~will~~ **should** be appropriately conducted and managed.
3. The Board expects that all money collected ~~will~~ **should** be properly secured immediately after the event is over.
4. Proper handling of cash receipts is expected.
5. **Accounts will be reviewed on an annual basis and inactive accounts should** will be closed in timely manner.
6. **The Board understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board recognizes the educational and humanitarian values of fundraising in and by schools and the schools' Parent Advisory Councils (PACs).**

References:

- **Board Policy 505: Fundraising in Schools**

Dates of Adoption/Amendments:

Adopted: 96.05.28
Amended: 05.11.22: 16.04.26



Purpose:

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

Procedures:

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

1. Control over Cash Receipts

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

2. Cash Management

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

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

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

3. Control over Payments

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



4. Out of School Events

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

5. Ledger Accounts

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

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

~~The Board of Education understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board of Education recognizes the educational and humanitarian values of fundraising in and by schools and the schools' Parent Advisory Councils (PACs). The Board believes that fundraising is most acceptable when it provides a service or a product in the community, and when it adheres to the following procedures:~~

- ~~a. Any school club, group or organization, including PACs, must request and receive permission from the principal to engage in a fund raising activity.~~
- ~~b. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices, and recorded in school accounts that are under the control of the principal.~~
- ~~c. All funds raised by Parent Advisory Councils shall remain the responsibility of PACs until donated to the school, at which time the funds shall be recorded in school accounts that are under the control of the principal.~~
- ~~d. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum.~~
- ~~e. Principals will advise parents as to the purposes of all fund raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.~~

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

Financial Monitoring

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

Reference:

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

Dates of Adoption/Amendments:

Adopted:

Amended:



Finance & Operations Committee of the Whole Report
Monday, January 18, 2021
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:

a. Oceanside Community Track (at Ballenas) Project Update

Trustee Young shared her report regarding the work of the Committee. Principal Terpstra commented that there was a lot of energy and excitement at the last meeting and indicated that a new website will be launched to communicate the track project, and the link will be shared once it is set up.

b. Arrowview Elementary Child Care Space

General Manager Dempster shared that the construction tender have been awarded to MKM Construction and the project construction is underway. Site fencing is being set up including signage to support safety and traffic flow.

Items for Discussion

a. Operations and Maintenance Department Update

General Manager Dempster provided an overview of the current work of the department. He highlighted areas concerns that are being addressed including better communication and transparency to the system to help others know what projects are being worked on and the planning and scheduling of these tasks. He also shared the upcoming capital work that the Ministry is supporting for 2021/22, which includes BSS roofing project, QBES solar project and NBES playground equipment.

b. Network Update

Principal Rowan shared a cyber-attack event that the IT department has recently handled. She shared that the attack was able to be monitored with support from TELUS and the resulting increased traffic was blocked at the firewall with minimum of disruption to the network. She shared some of the lessons learned that will improve the service delivery going forward.

c. 2021/22 Annual Budget process

Secretary Treasurer Amos shared some thoughts on expanding the range of feedback beyond the meetings scheduled. He shared an outline of a survey that would include historical data, backgrounder Q&A's and some questions for respondents to provide feedback on. The survey would be housed on the district website and open for 30 days to provide addition feedback for the Board's deliberations. Generally there was good support for this additional outreach in order to engage others who would not otherwise attend the public budget discussions.

Recommendations to Board of Education

a. Approval of the 2020/21 Amended Annual Budget

Secretary Treasurer Amos reviewed the attached documents, highlighting the impact of recently announced Ministry grants and also the further impact that COVID has had on the fall international program registrations, specifically an increase in operating grants of \$1.6 million and a reduction of offshore tuitions of \$1 million.

The Board will receive the 2020/21 Amended Annual Budget document at the January public board meeting and will include statements and schedules that provide more detail of the operating funds and other associated funds.

Information Items

a. Financial Summary (December 31 actual)

The summary was shared with the committee which represents the 2nd quarter financial summary.

b. COVID-19 Costs (December 31 actual)

The summary was shared with the committee which represents the 2nd quarter financial summary.

c. BCSTA – The Case for Increased School Life Cycle Funding

This document was shared for information only and would be brought back to next month's meeting for further discussion and the possibility for a Board letter to support the recommendations.

Next Meeting Date/Location:

- Tuesday, February 16, 2021 at 10:30, via Zoom

SCHOOL DISTRICT NO. 69 (QUALICUM)
2020-21 Financial Summary

2021-01-21

	2020/21			Comments
	Annual Budget	Amended Budget	Difference	
REVENUE				
PROVINCIAL GRANTS				
Operating Grant	43,844,035	44,146,379	302,344	incr. from recal
Other MOE Grants-Additional grant	426,341	426,341	0	
Other MOE Grants-Pay Equity	936,176	936,176	0	
Other MOE Grants-Misc		1,321,056	1,321,056	Labr settmt-grid/bens/mentor
TOTAL MINISTRY OF ED GRANTS	45,206,552	46,829,952	1,623,400	
OTHER REVENUES				
Other Provincial Revenues	101,450	110,000	8,550	ITA/MCFD
Offshore Tuition	2,000,000	1,000,000	-1,000,000	decr enrolment to 45 FTE
Miscellaneous	140,000	140,000	0	Prog fees/bus pass
Rental and Leases	550,000	550,000	0	
Investment Income	190,000	190,000	0	
TOTAL OTHER REVENUE	2,981,450	1,990,000	-991,450	
TOTAL REVENUES	48,188,002	48,819,952	631,950	
EXPENDITURES				
SALARIES AND BENEFITS				
Teachers	18,087,561	18,681,515	593,954	impact of Labr settlement
Principals and Vice Principals	3,370,773	3,530,584	159,811	change for P-IT
Educational Assistants	3,739,569	3,694,131	-45,438	student shift to DL prog
Support Staff	5,176,880	5,091,281	-85,599	ISP decr enrol-program
Other Professionals	1,590,125	1,578,493	-11,632	
Substitutes	1,579,886	1,739,942	160,056	impact of Labr settlement
Benefits	8,888,791	9,149,589	260,798	impact of Labr settlement
TOTAL SALARIES AND BENEFITS	42,433,585	43,465,535	1,031,950	
Benefits as a % of Total Salaries	26.5%	26.7%		
SUPPLIES AND SERVICES				
Services	2,175,130	1,775,130	-400,000	ISP decr enrol-homestay
Training and Travel	519,085	419,085	-100,000	ISP decr enrol-travel/prog
Rental and Leases	5,000	5,000	0	
Dues and Fees	71,000	71,000	0	
Insurance	164,000	164,000	0	
Supplies	1,765,652	1,565,652	-200,000	ISP decr enrol-dist supplies
Utilities	936,000	936,000	0	
Capital Equipment	418,550	418,550	0	
TOTAL SUPPLIES AND SERVICES	6,054,417	5,354,417	-700,000	
TOTAL EXPENDITURES	48,488,002	48,819,952	331,950	
NET REVENUE (EXPENDITURE)	-300,000	0		
Budgeted Use of Surplus	300,000			
Surplus (Deficit), for the Year	0	0		

SCHOOL DISTRICT NO. 69 (QUALICUM)
2020-21 Financial Summary

2021-01-21

	2020/21			Comments
	Annual Budget	Amended Budget	Difference	
Regular Instruction	22,218,624	22,908,913	690,289	impact of Labr Settlement
Career Programs	682,165	703,483	21,318	"
Library Services	1,149,074	1,158,336	9,262	"
Counselling	1,027,045	981,330	-45,715	"
Special Education	6,847,812	7,030,196	182,384	"
English as a Second Language	81,677	87,889	6,212	"
Aboriginal Education	711,717	731,778	20,061	"
School Administration	3,924,723	3,885,671	-39,052	
Continuing Education	0	0	0	
Off Shore Students	1,837,241	1,297,919	-539,322	decr enrol-travel/prog
Other	49,194	50,267	1,073	
Function 1 - Instruction	38,529,272	38,835,782	306,510	
<u>DISTRICT ADMINISTRATION</u>				
Educational Administration	670,240	656,975	-13,265	
School District Governance	212,115	215,358	3,243	
Business Administration	1,352,172	1,351,241	-931	
Function 4 - District Administration	2,234,527	2,223,574	-10,953	
<u>OPERATIONS AND MAINTENANCE</u>				
Operations and Maintenance Admin	593,920	606,444	12,524	
Maintenance Operations	3,633,573	3,634,692	1,119	
Maintenance of Grounds	324,237	325,920	1,683	
Utilities	1,056,000	1,056,000	0	
Capital Equipment	418,550	418,550	0	
Function 5 - Operations and Maint	6,026,280	6,041,606	15,326	
<u>TRANSPORTATION AND HOUSING</u>				
Transportation and Housing Admin	158,707	160,594	1,887	
Student Transportation	1,521,216	1,540,396	19,180	FN Transportation
Housing/Boarding	18,000	18,000	0	
Function 7 - Transportation and Housing	1,697,923	1,718,990	21,067	
TOTAL FUNCTION 1-7	48,488,002	48,819,952	331,950	
<u>Special Purpose Fund (SPF) Budget</u>				
Annual Facility Grant	199,346	199,346	0	
Learning Improvement Fund	158,680	158,680	0	
Service Delivery/Coding				
Classroom Enhancement Fund	3,332,953	3,724,787	391,834	remaining CEF
School Generated Funds				
Strong Start	96,000	102,000	6,000	SS/CR4YC
Ready, Set, Learn	19,600	19,600	0	TOU
French Funds	101,323	97,565	-3,758	adj
Provincial Safe Return		311,500	311,500	one time funding
Federal Safe Return		862,976	862,976	Phase 1 plus H/B
Mental Health		55,000	55,000	
Community Link	380,322	380,322	0	
Special Purpose Funds-Total Expenses	4,288,224	5,911,776	1,623,552	

Amended 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 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended 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 Amended Annual Budget adopted by this bylaw.
- 2. This bylaw may be cited as School District No. 69 (Qualicum) Amended 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 \$59,308,600 for the 2020/2021 fiscal year was prepared in accordance with the *Act*.
- 4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

READ A FIRST TIME THE _____ DAY OF _____, 2021;

READ A SECOND TIME THE _____ DAY OF _____, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2021;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2020/2021, adopted by the Board the _____ DAY OF _____, 2021.

Secretary Treasurer

School District No. 69 (Qualicum)

Statement 2

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

	2021 Amended Annual Budget	2021 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,382,813	4,329,000
Adult	4,125	3,250
Total Ministry Operating Grant Funded FTE's	4,386,938	4,332,250
Revenues	\$	\$
Provincial Grants		
Ministry of Education	53,192,803	49,944,776
Other	110,000	101,450
Tuition	1,000,000	2,000,000
Other Revenue	1,490,000	1,490,000
Rentals and Leases	550,000	550,000
Investment Income	190,000	200,000
Amortization of Deferred Capital Revenue	2,440,024	2,416,934
Total Revenue	58,972,827	56,703,160
Expenses		
Instruction	45,897,676	43,968,150
District Administration	2,223,574	2,234,527
Operations and Maintenance	8,639,718	8,602,726
Transportation and Housing	2,129,082	2,106,404
Total Expense	58,890,050	56,911,807
Net Revenue (Expense)	82,777	(208,647)
Budgeted Allocation (Retirement) of Surplus (Deficit)		300,000
Budgeted Surplus (Deficit), for the year	82,777	91,353
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	82,777	91,353
Budgeted Surplus (Deficit), for the year	82,777	91,353

School District No. 69 (Qualicum)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	48,401,402	48,069,452
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	7,262,851	5,638,224
Capital Fund - Total Expense	3,225,797	3,204,131
Total Budget Bylaw Amount	<u>59,308,600</u>	<u>57,330,357</u>

Approved by the Board

DRAFT

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

School District No. 69 (Qualicum)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>82,777</u>	<u>(208,647)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(418,550)</u>	<u>(418,550)</u>
Total Acquisition of Tangible Capital Assets	<u>(418,550)</u>	<u>(418,550)</u>
Amortization of Tangible Capital Assets	<u>2,775,797</u>	<u>2,754,131</u>
Total Effect of change in Tangible Capital Assets	<u>2,357,247</u>	<u>2,335,581</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u>2,440,024</u>	<u>2,126,934</u>

School District No. 69 (Qualicum)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,993,248		17,911,814	19,905,062
Changes for the year				
Net Revenue (Expense) for the year	418,550		(335,773)	82,777
Interfund Transfers				
Tangible Capital Assets Purchased	(418,550)		418,550	-
Net Changes for the year	-	-	82,777	82,777
Budgeted Accumulated Surplus (Deficit), end of year	<u>1,993,248</u>	-	<u>17,994,591</u>	<u>19,987,839</u>

School District No. 69 (Qualicum)
 Amended Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	46,829,952	45,206,552
Other	110,000	101,450
Tuition	1,000,000	2,000,000
Other Revenue	140,000	140,000
Rentals and Leases	550,000	550,000
Investment Income	190,000	190,000
Total Revenue	48,819,952	48,188,002
Expenses		
Instruction	38,835,782	38,529,272
District Administration	2,223,574	2,234,527
Operations and Maintenance	5,623,056	5,607,730
Transportation and Housing	1,718,990	1,697,923
Total Expense	48,401,402	48,069,452
Net Revenue (Expense)	418,550	118,550
Budgeted Prior Year Surplus Appropriation		300,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(418,550)	(418,550)
Total Net Transfers	(418,550)	(418,550)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

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

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	44,146,379	43,844,035
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Transportation Supplement	426,341	426,341
Support Staff Benefits Grant	68,245	
Teachers' Labour Settlement Funding	1,156,463	
Early Career Mentorship Funding	95,000	
Early Learning Framework	1,348	
Total Provincial Grants - Ministry of Education	<u>46,829,952</u>	<u>45,206,552</u>
Provincial Grants - Other	<u>110,000</u>	<u>101,450</u>
Tuition		
International and Out of Province Students	1,000,000	2,000,000
Total Tuition	<u>1,000,000</u>	<u>2,000,000</u>
Other Revenues		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	90,000
Total Other Revenue	<u>140,000</u>	<u>140,000</u>
Rentals and Leases	<u>550,000</u>	<u>550,000</u>
Investment Income	<u>190,000</u>	<u>190,000</u>
Total Operating Revenue	<u>48,819,952</u>	<u>48,188,002</u>

School District No. 69 (Qualicum)

Schedule 2B

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

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Salaries		
Teachers	18,681,515	18,087,561
Principals and Vice Principals	3,530,584	3,370,773
Educational Assistants	3,694,131	3,739,569
Support Staff	5,091,281	5,176,880
Other Professionals	1,578,493	1,590,125
Substitutes	1,739,942	1,579,886
Total Salaries	34,315,946	33,544,794
Employee Benefits	9,149,589	8,888,791
Total Salaries and Benefits	43,465,535	42,433,585
Services and Supplies		
Services	1,774,130	2,174,130
Student Transportation	1,000	1,000
Professional Development and Travel	419,085	519,085
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	71,000
Insurance	164,000	164,000
Supplies	1,565,652	1,765,652
Utilities	936,000	936,000
Total Services and Supplies	4,935,867	5,635,867
Total Operating Expense	48,401,402	48,069,452

School District No. 69 (Qualicum)

Amended 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
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	15,460,833	841,802		13,462		1,145,957	17,462,054
1.03 Career Programs	177,687			41,521			219,208
1.07 Library Services	597,677	35,268		261,588			894,533
1.08 Counseling	783,137						783,137
1.10 Special Education	1,360,332	237,225	3,437,820	39,881	68,121	252,055	5,395,434
1.30 English Language Learning	69,311						69,311
1.31 Indigenous Education	87,302	123,858	256,311				467,471
1.41 School Administration	1,888,339	1,888,339		1,151,583			3,039,922
1.62 International and Out of Province Students	145,236	268,040		27,520	122,610		563,406
1.64 Other					40,071		40,071
Total Function 1	18,681,515	3,394,532	3,694,131	1,535,555	230,802	1,398,012	28,934,547
4 District Administration							
4.11 Educational Administration		74,123			409,473		483,596
4.40 School District Governance					110,827		110,827
4.41 Business Administration				287,766	582,507	3,000	873,273
Total Function 4	-	74,123	-	287,766	1,102,807	3,000	1,467,696
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration		61,929		77,435	184,471	500	324,335
5.50 Maintenance Operations				2,154,394		231,718	2,386,112
5.52 Maintenance of Grounds				173,098			173,098
5.56 Utilities							-
Total Function 5	-	61,929	-	2,404,927	184,471	232,218	2,883,545
7 Transportation and Housing							
7.41 Transportation and Housing Administration				54,418	60,413	500	115,331
7.70 Student Transportation				808,615		106,212	914,827
7.73 Housing							-
Total Function 7	-	-	-	863,033	60,413	106,712	1,030,158
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	18,681,515	3,530,584	3,694,131	5,091,281	1,578,493	1,739,942	34,315,946

School District No. 69 (Qualicum)

Amended 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 Amended Annual Budget	2021 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	17,462,054	4,623,874	22,085,928	822,985	22,908,913	22,218,624
1.03 Career Programs	219,208	61,145	280,353	423,130	703,483	682,165
1.07 Library Services	894,533	235,103	1,129,636	28,700	1,158,336	1,149,074
1.08 Counselling	783,137	198,193	981,330		981,330	1,027,045
1.10 Special Education	5,395,434	1,563,762	6,959,196	71,000	7,030,196	6,847,812
1.30 English Language Learning	69,311	18,578	87,889		87,889	81,677
1.31 Indigenous Education	467,471	167,777	635,248	96,530	731,778	711,717
1.41 School Administration	3,039,922	737,949	3,777,871	107,800	3,885,671	3,924,723
1.62 International and Out of Province Students	563,406	140,713	704,119	593,800	1,297,919	1,837,241
1.64 Other	40,071	10,196	50,267		50,267	49,194
Total Function 1	28,934,547	7,757,290	36,691,837	2,143,945	38,835,782	38,529,272
4 District Administration						
4.11 Educational Administration	483,596	90,379	573,975	83,000	656,975	630,240
4.40 School District Governance	110,827	14,191	125,018	90,340	215,358	212,115
4.41 Business Administration	873,273	206,268	1,079,541	271,700	1,351,241	1,392,172
Total Function 4	1,467,696	310,838	1,778,534	445,040	2,223,574	2,234,527
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	324,335	72,309	396,644	209,800	606,444	593,920
5.50 Maintenance Operations	2,386,112	639,098	3,025,210	609,482	3,634,692	3,633,573
5.52 Maintenance of Grounds	173,098	49,822	222,920	103,000	325,920	324,237
5.56 Utilities	-	-	-	1,056,000	1,056,000	1,056,000
Total Function 5	2,883,545	761,229	3,644,774	1,978,282	5,623,056	5,607,730
7 Transportation and Housing						
7.41 Transportation and Housing Administration	115,331	27,163	142,494	18,100	160,594	158,707
7.70 Student Transportation	914,827	293,069	1,207,896	332,500	1,540,396	1,521,216
7.73 Housing	-	-	-	18,000	18,000	18,000
Total Function 7	1,030,158	320,232	1,350,390	368,600	1,718,990	1,697,923
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	34,315,946	9,149,589	43,465,535	4,935,867	48,401,402	48,069,452

School District No. 69 (Qualicum)

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

	<u>2021 Amended Annual Budget</u>	<u>2021 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	5,912,851	4,288,224
Other Revenue	1,350,000	1,350,000
Total Revenue	<u>7,262,851</u>	<u>5,638,224</u>
Expenses		
Instruction	7,061,894	5,438,878
Operations and Maintenance	199,346	199,346
Transportation and Housing	1,611	
Total Expense	<u>7,262,851</u>	<u>5,638,224</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)
 Amended 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
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			575,191			16,964			
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,346	158,680	1,350,000	96,000	19,600	97,565	380,322	400,019	3,276,118
Other	199,346	158,680	1,350,000	96,000	19,600	97,565	380,322	400,019	3,276,118
Less: Allocated to Revenue			575,191						
Deferred Revenue, end of year									
Revenues									
Provincial Grants - Ministry of Education	199,346	158,680	1,350,000	96,000	19,600	114,529	380,322	400,019	3,276,118
Other Revenue	199,346	158,680	1,350,000	96,000	19,600	114,529	380,322	400,019	3,276,118
Expenses									
Salaries									
Teachers									2,600,095
Principals and Vice Principals					35,000				
Educational Assistants	150,000	125,000					230,000	200,000	
Support Staff							40,000	150,000	
Other Professionals	150,000	125,000				35,000	270,000	350,000	2,600,095
Employee Benefits	40,000	33,680				8,500	65,000	50,019	676,023
Services and Supplies	9,346		1,350,000	96,000	19,600	71,029	45,322		
	199,346	158,680	1,350,000	96,000	19,600	114,529	380,322	400,019	3,276,118
Net Revenue (Expense)									

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

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	TOTAL
Deferred Revenue, beginning of year	\$	1,611	16,578	6,609	\$	\$	616,953
Add: Restricted Grants	48,650		55,000	6,000	311,500	862,976	5,911,776
Provincial Grants - Ministry of Education							1,250,000
Other	48,650	-	55,000	6,000	311,500	862,976	7,261,776
Less: Allocated to Revenue	48,650	1,611	35,000	8,500	311,500	862,976	7,262,851
Deferred Revenue, end of year	-	-	36,578	4,109	-	-	615,878
Revenues	48,650	1,611	35,000	8,500	311,500	862,976	5,912,851
Provincial Grants - Ministry of Education							1,250,000
Other Revenue	48,650	1,611	35,000	8,500	311,500	862,976	7,262,851
Expenses	40,000					410,000	3,050,095
Salaries							35,000
Teachers							580,000
Principals and Vice Principals					130,000	90,000	520,000
Educational Assistants							40,000
Support Staff							4,225,095
Other Professionals	40,000				130,000	525,000	
Employee Benefits	8,650	1,611	35,000	8,500	36,994	120,000	1,038,866
Services and Supplies	48,650	1,611	35,000	8,500	144,506	217,976	1,998,890
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 69 (Qualicum)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget			2021 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	450,000		450,000	450,000
Investment Income			-	10,000
Amortization of Deferred Capital Revenue	2,440,024		2,440,024	2,416,934
Total Revenue	2,890,024	-	2,890,024	2,876,934
Expenses				
Operations and Maintenance	450,000		450,000	450,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,367,316		2,367,316	2,345,650
Transportation and Housing	408,481		408,481	408,481
Total Expense	3,225,797	-	3,225,797	3,204,131
Net Revenue (Expense)	(335,773)	-	(335,773)	(327,197)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	418,550		418,550	418,550
Total Net Transfers	418,550	-	418,550	418,550
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	82,777	-	82,777	91,353



REGIONAL
DISTRICT
OF NANAIMO

December 21, 2020

Eve Flynn, Chair
School District No. 69 (Qualicum)
PO Box 430
100 Jensen Avenue, East
Parksville, BC V9P 2G5

eflynn@sd69.bc.ca

Dear Eve Flynn:

Re: 2021 RDN Board Appointment to Ballenas Track Renewal Steering Committee

Please accept this letter as confirmation of the appointment of Director Ed Mayne as the Regional District of Nanaimo's Board representative to the Ballenas Track Renewal Steering Committee. His contact information is as follows:

Director Ed Mayne
c/o City of Parksville
PO Box 1390
100 E. Jensen Avenue
Parksville, BC V9P 2H3
mayor@parksville.ca
250-954-4661 (office)

If you have any questions with respect to this appointment, please do not hesitate to contact this office.

Sincerely,

A handwritten signature in black ink that reads "Tyler Brown".

Tyler Brown, Chair
Regional District of Nanaimo

cc: E. Mayne



SCHOOL DISTRICT No.69 (QUALICUM)

December 17, 2020

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Strn Prov.Govt
Victoria, BC V8W 9E2

via e-mail: Minister.educ@gov.bc.ca

Dear Minister Whiteside:

RE: Cancellation of Foundation Skills Assessment (FSA) 2020-2021

Further to a letter written to your predecessor in September 2020, at its regular board meeting of December 15, 2020 the Board of Education of School District 69 (Qualicum) again passed the following motion:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Minister of Education reiterating its original motion to cancel the Foundation Skills Assessment (FSA) testing for 2020/21, as the conditions under which the assessment is given have not changed and the results will be skewed and have no value, and to request a timely response.

The concerns we outlined in our original motion still exist and are likely to be exacerbated in the new year. It is our belief that this data will not be authentic due to the many platforms for student learning that Districts have been offering over the past four months. The levels of anxiety that this assessment creates in some of our students is not a positive place at this time and places additional stress on our teaching staff. Therefore, we respectfully request that the FSA, scheduled to commence on January 18, 2021, be cancelled for this school year.

Your consideration of our request to remove the requirement for districts to administer this year's FSA is appreciated and we would appreciate a timely response to alleviate some of the pressure being experienced by the system.

Sincerely,

Eve Flynn, Board Chair

cc: SD69 Board of Education
Kever Elder, Superintendent of Schools
Gillian Wilson, Associate Superintendent of Schools
Vivian Collyer, Director of Instruction
Debbie Comer, President, Mount Arrowsmith Teachers' Association
Andrea Buton, President, District Parent Advisory Council
BC Boards of Education (via BCSTA)

Att: Letter of September

File: 0530-01 MoE



SCHOOL DISTRICT No.69 (QUALICUM)

September 24, 2020

Honourable Rob Fleming
Minister of Education
PO Box 9150, Stn Prov Govt
Victoria, BC V8W 9H1

Dear Minister Fleming:

RE: Cancellation of Foundation Skills Assessment (FSA) 2020-2021

At its regular board meeting of September 22, 2020 the Board of Education of School District 69 (Qualicum) passed the following motion:

***THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Minister of Education requesting that the Foundation Skills Assessment (FSA) testing for 2020/2021 be cancelled due to COVID-19.*

School Districts and the Provincial Ministries of Health and Education have acknowledged the anxiety and stress associated with these unusual times due to the current pandemic. We feel that to administer the FSA would place additional stressors on parents and students as well as staff.

School districts have been addressing the challenges of educational delivery since late March of this year. The diversity of educational environments for our learners is evolving as school districts identify and address issues resulting from these new formats. With so many variables in place, the result of the tests and the resulting distorted data would no longer be valid.

Your consideration of our request to remove the requirement for districts to administer this year's FSA is appreciated.

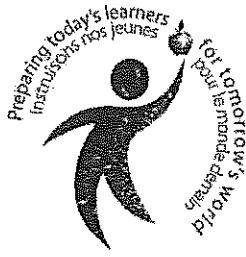
Sincerely,

Eve Flynn, Board Chair

c: SD69 Board of Education
Keven Elder, Superintendent of Schools
Gillian Wilson, Associate Superintendent of Schools
Vivian Collyer, Director of Instruction
Debbie Comer, President, Mount Arrowsmith Teachers' Association
Andrea Button, President, District Parent Advisory Council
BC Boards of Education (via BCSTA)

File: 0530-01 MoE

PO Box 430, 100 Jensen Ave. East, Parksville, B.C. V9P 2G5
Phone (250) 248-4241 Fax (250) 248-5767 www.sd69.bc.ca



SCHOOL DISTRICT No.69 (QUALICUM)

December 17, 2020

Mayor and Council
City of Parksville
100 Jensen Avenue East
Parksville, BC V9P 2H3

DELIVERED BY HAND

Dear Mayor Mayne and Council:

RE: Safety Concerns at the Intersection of Despard and Moilliet

I submit this letter for consideration by council further to the following motion passed by the Board of Education at its regularly scheduled public meeting of Tuesday, December 15, 2020:

THAT The Board of Education of School District 69 (Qualicum) approach the City of Parksville with a request that the City attend to pedestrian safety at the intersection of Moilliet Street and Despard Avenue.

I know that Council is well aware, as is the Board, of the serious concerns that have been expressed to the City by many citizens, including parents of Springwood Elementary School and members of our senior staff, about what we view as serious traffic safety concerns at the intersection of Despard Avenue and Moilliet Street in Parksville. Of particular concern to our Board is the ongoing danger that is present for children walking to and from Springwood Elementary School both before and after school.

The intersection in question has been used by students for many years without incident as traffic was able to make way for students in both crosswalks, one across Moilliet and one across Despard. That changed over the past few months with the volume of construction traffic connected to major developments adjoining the intersection, compounded by the ever-changing traffic patterns as drivers maneuver around cones and diversions intended to facilitate flow of construction vehicles. The movement of those vehicles, most notably large tandem dump trucks, creates additional confusion and risk for drivers and pedestrians as they drive across sidewalks and in and out of traffic.

Overall, as we know Council has been told, pedestrian safety at that intersection is compromised every day, but our immediate concern and the subject of this letter is the safety of children transiting to and from school. That concern was elevated when a student was struck in a marked crosswalk on Friday, November 13, 2020. Following that, our senior staff hired traffic control specialists to assist students at the crosswalks, and have since then trained two of our own staff who have assumed that responsibility.

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Normally the matter of finding or creating safe routes to schools is a responsibility shared between a school district and a local municipality or regional district. While we continue to assess safe routes for all of our schools, we are calling on the City to attend to the critical safety concerns at Despard and Moilliet, which we believe were created by the City-approved development projects and which did not have as part of their planning consideration for safety of children going to and from school.

Specifically, we are requesting:

1. that the City take responsibility for the cost of providing crossing guards at Despard and Moilliet until all construction is complete on the developments adjoining that intersection; and,
2. that the City have in place, prior to completion of said developments, a long-range plan for pedestrian safety at both Despard and Moilliet and Despard and the Alberni Highway.

I thank you in advance for your prompt attention to this matter.

Sincerely,



Eve Flynn
Board Chair

- c: Keven Elder, Superintendent of Schools, SD69
Ron Amos, Secretary Treasurer, SD69
Chris Dempster, General Manager of Operations, SD69
Lisa Pedersen-Skene, Principal, Springwood Elementary School
Renee Hildebrand, Chair, Parent Advisory Council, Springwood Elementary School

File: 0530-01