



SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, FEBRUARY 23, 2021

6:00 PM

via ZOOM

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/61040673753?pwd=ZWxjMVJLY3pqS1Fuelc2SEx6S0pEZZ09>

Meeting ID: 610 4067 3753

Passcode: 709902

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: January 26, 2021 p 1-8
- b. Ratification of In Camera Board Meeting Minutes: January 26, 2021 p 9
- c. Receipts of Ministry News Releases
 - Enhanced safety measures for K-12 schools p 10-14
 - New program to help students get moving p 15-17
- d. Receipt of Reports from Trustee Representatives
 - Oceanside Building Learning Together Coalition – Trustee Young p 18-19
 - Oceanside Track Steering Committee – Trustee Young p 20
- e. Receipt of Status of Action Items – February 2021 p 21

Recommendation:

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

- a. **SD69 External Communications Plan** (Vivian Collyer) p 22-31

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) receive and adopt the Communications Plan as presented by Director of Instruction Collyer at its Regular Board Meeting of February 23, 2021.

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 32-33

- a. **Social Justice Working Group**

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) establish a working group to discuss, refine and accept a definition of Social Justice and invite interested stakeholders to join, with the goal of completing an environmental scan and action plan.

14. POLICY COMMITTEE REPORT

(Trustee Young) p 34

- a. **Board Policy 501: Acceptable Use of Technology (AUP)** p 35-39
(Previously Administrative Procedures Only)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 501: *Acceptable Use of Technology (AUP)* at its Regular Board Meeting of February 23, 2021.

- b. **Board Policy 504: Copyright** p 40-42
(Previously Administrative Procedures Only)

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 504: *Copyright* at its Regular Board Meeting of February 23, 2021.

- c. **Board Policy 107: Use of Educational Property for Child Care (NEW)** p 43-45

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 107: *Use of Educational Property for Child Care* and its attendant Administrative Procedures at its Regular Board Meeting of February 23, 2021.

- d. Board Policy 505: Fundraising in Schools** p 46-47
(Previously Administrative Procedures Only)

Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 505: *Fundraising in Schools* and its attendant Administrative Procedures at its Regular Board Meeting of February 23, 2021.

- e. Board Policy 506: Conduct of Coaches** p 48-49
(Previously Administrative Procedures Only and previous policy numbered 5015)

Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 506: *Conduct of Coaches* at its Regular Board Meeting of February 23, 2021.

- f. Board Policy 602: Exempt Staff Supplementary Employment Benefits** p 50-51

Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 602: *Exempt Staff Supplementary Employment Benefits* and its attendant Administrative Procedures at its Regular Board Meeting of February 23, 2021.

- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 52-53

 - a. Letter of Support - Increased School Life Cycle Funding**

Recommendation:
THAT the Board of Education of School District 69 (Qualicum) write a letter of support for the BC School Trustees Association’s recommendations to the Government of British Columbia for increased school life cycle funding.

- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

- 17. TRUSTEE ITEMS**

 - a. Climate Action Task Force Report & Notice of Motion** (Trustees Austin/Kurland) p 54-55

THAT the Board of Education of School District 69 (Qualicum) ask staff to commission a report by an independent consultant to review our carbon emission practices and operations and create options for the board to consider as we move toward carbon reduction. The costing for this report would be obtained from the 2020/21 budget.

- 18. NEW OR UNFINISHED BUSINESS**

- 19. BOARD CORRESPONDENCE AND MEDIA**

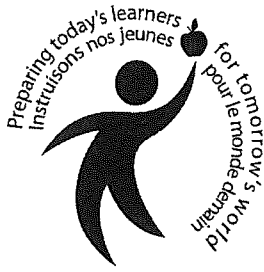
 - a. Letter to Minister of Education re: Cancellation of Foundation Skills Assessments for 2021/2022** p 56

- 20. PUBLIC QUESTION PERIOD**

- 21. ADJOURNMENT**

REGULAR BOARD MEETING MINUTES

TUESDAY, JANUARY 26, 2021
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
Reuben Friesen	A/Vice Principal, Nanoose Bay Elementary School 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.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

3. ADOPTION OF THE AGENDA

21-01R

Moved: Trustee Godfrey *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: December 15, 2020
- b. Ratification of In Camera Board Meeting Minutes: December 15, 2020
- c. Receipt of Ministry News Releases
 - Increased funding supports students, keeps schools safe
 - Here2Talk offers students free 24-7 mental health help
 - Joint statement on Black Shirt Day
- d. Receipt of Reports from Trustee Representatives
 - Oceanside Track Renewal Steering Committee – Trustee Young
 - Oceanside Building Learning Together Coalition – Trustee Young
- e. Receipt of Status of Action Items – January 2021

21-02R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 26, 2021, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Deb Comer, President, commented on the following:

- The duration of time since the first case of the coronavirus to the closing and then reopening of the province, to the creation and rollout of the vaccine, all within a year.
- Statement by Teri Mooring, BCTF President regarding the recent vaccination rollout plan and the disappointment that there is no prioritization for the frontline workers who have kept schools, public services and the economy open.
- SD69 has the ability to go above and beyond the guidelines established by the BC CDC and the Ministry of Education and suggested that masks could be mandates for adults as well as students in grades 5-12 who do not have a medical reason for not wearing one. Also, having classes with less density, especially at the high school level, would support the health and safety of staff and students.
- The district is currently working on upgrading the ventilation systems with the recommended MERV 13 filters.
- Further to a question posed at a district DPAC meeting, she reported that, while teachers are happy to be working with students, they are also feeling very tired.
- Elementary teachers are in the process of finalizing the January communication of student learning home to parents, and the Secondary teachers are completing Quarter 2 with students while also preparing for Quarter 3 which begins on February 2nd.
- Thank you to parents for their queries for how to reach out to teachers to offer support.
- The Provincial Foundation Skills Assessments (FSAs) will begin February 15th, unless there is a last-minute cancellation. The BCTF and MATA strongly oppose

the FSAs and use of the results by the Fraser Institute to rank schools in the province. MATA will be sending home a BCTF information letter and an 'excuse my child from the FSA' form at the beginning of February.

- Thank you for the continued efforts of the Board of Education to advocate the cancellation of the FSA's for this year.
- February 12th is a Provincial professional development day and the MATA in-district professional development committee has been working to ensure a number of sessions suitable for its members.

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

Sherrie Brown, President, commented on the following:

- Appreciation for the support she has received during her first year of her term as president. She noted it takes a full cycle to gain the confidence in the role and to address the Board in a public forum.
- Thanks to the parents for entrusting members with their most valuable treasures. Members work each day to keep everyone safe as well as supporting students' social and emotional development and hope they can continue to be part of their children's success.

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

Andrea Button, President, commented on the following:

- A DPAC meeting was held on January 20th.
- Parents would like masks to be mandated for grades 5-12, noting that most parents have asked their children to wear their masks in class at all times.
- Parents also support the cancellation of the FSA's

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

None

11. **ACTION ITEMS**

None

12. **INFORMATION ITEMS**

a. **Superintendent's Report**

Superintendent Elder commented on the following:

- Echoed comments of MATA and CUPE presidents as the pandemic protocols drive the district's everyday practice in every way. Even as the primary focus is on student learning, staff are also ensuring their needs are met and doing their best to maintain a positive demeanor. During this difficult time he encouraged staff to also look after their own well-being and mental health. He hoped that the prospects for 2021 can help lessen the stress and that people take care of themselves and each other and seek the supports they need in dealing with these stresses.
- It is due to the diligence and discipline in attending to protocols regarding COVID that, to date, the district has only had 2 case exposures in schools.
- Special thanks to those who are serving children who are in home support and those who have moved to distributed learning through CEAP and shifted away from their neighbourhood schools. There are teams of people who are dedicated to serving those families and who are doing a lot of unusual work this year in providing services to children who are home.

- Appreciation to Jesse Witte, Principal at PASS/Woodwinds and his staff, who navigated with senior staff through this weekend of the COVID exposure through PASS/Woodwinds, as well as the many staff and students being looked after through the provisions of Island Health. It was his hope that we can carry on safely without COVID in our schools moving forward.
- Thank you to Secretary Treasurer Amos as he works towards launching the budget planning process.
- Credit to everyone out there who is beginning the discussion about what September 2021 school start up will look like and consider lessons learned this year and consider if some elements may be of benefit to moving with us into the 'new future' to make things even better, assuming things will be back to the way they were pre-pandemic.

b. Education Update

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

- At the Secondary Learning Network meeting held on January 25, 2021, ministry staff shared that the reporting policy, which the district has been piloting, may go into effect in September 2022, pending the new Minister of Education's agreement. There is also a possibility that the new proficiency scales will be used for grades K-12 and not just grades K-9. Receipt of a draft is anticipated this spring for districts to provide feedback.
- Secondary principals and vice principals are exploring the changes made this year to the learning cohorts and considering which changes they might wish to continue.
- The Home Support Learning page is now 'live' on the district website under the 'Parent' tab to provide resources for families.

Gillian Wilson, Associate Superintendent, reported on the following:

- A BC Early Learning Framework online session will be held on the afternoon of Thursday, January 28th. The guest speaker, Alison Bedsoe, will be working with groups of primary teachers to discuss the BC Early Learning Framework and play-based learning.
- The district will be offering the Primary Learning Community Program at Craig Street Commons in 2021/22 and a second on-line information session for parents will be held on Tuesday, February 2nd at 6:00 p.m.
- Student registration is now on-line along with the applications for the Primary Learning Community and STREAM programs and cross boundary requests.
- French Immersion sibling only on-line registration for 2021/22 was held from January 18 to 22nd and it went smoothly. She acknowledged the work of the Lesley Rowan, Karin Hergt and Brenda Fleming for their work in organizing the on-line registrations/applications.
- Many processes outside of COVID are still in play and staff are not only continuing to work and celebrate learning in the current year but are also planning for next year. School reviews have been scheduled throughout February which lead to determining the staffing supports for each school.
- Thank you to MATA for the collegiate relationship during work on a staffing agreement for the hiring process.
- Acknowledgement of Trustee Godfrey for her work in sharing information from the Education Committee meetings which shared the district's successes as well as challenges.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Godfrey referred to the report in the agenda package noting that there will two placeholders on future agendas for discussion regarding lessons learned and the recommendations from the Alternative Program Review.

Trustee Godfrey then spoke to the recommendation regarding the merits of completing the foundation skills assessments this year given that the district has a home support cohort, as well as a number of students who are participating in on-line learning, to whom it would be challenging to provide assessments.

21-03R

Moved: Trustee Godfrey *Seconded:* Trustee Young

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.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT

Trustee Young extended her apologies to Superintendent Elder for misleading information at the December meeting and clarified that student absences over 10% do not need to be reported to the public health authority; rather, they are to be reported to the Superintendent of Schools and the Director of Instruction.

Dr. Elder then advised that, as presented at the policy committee, the administrative procedures to Board Policy 502: Field Experiences (Trips) was changed based on legal advice to include the following note:

NOTE: Whether at approval in principle or final approval, if a travel advisory pertinent to the trip is in place at the time of approval, the trip will be cancelled if a travel advisory remains in place at the scheduled travel time. Similarly, if a travel advisory is not in place at approval in principle or final approval, and a travel advisory pertinent to the trip arises prior to departure or during the trip, the trip will be cancelled. Should a cancellation occur the participants will bear all financial risk related to non-refundable expenses incurred. In all cases where travel advisories are or become pertinent to the trip the overriding considerations will be health and safety of participants.

This will serve as a strong notification to planners of excursions, especially those out of country and overseas, that if it is not safe to do so, the trip will be cancelled; therefore, relevant travel insurance should be obtained and parents/students fully informed of that direction.

Trustee Young then advised that on February 16th all committee of the whole meetings will be held on the same day due to the Family Day holiday. She encouraged members of staff and parents/students to participate.

a. Board Policy 107: Use of Educational Property for Child Care (NEW)

21-04R

Moved: Trustee Young *Seconded:* Trustee Godfrey

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

CARRIED UNANIMOUSLY

b. Board Policy 500: Communicating Student Learning and Student Placement (merging of 5004 and 5010)

21-05R

Moved: Trustee Young *Seconded:* Trustee Austin

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.

CARRIED UNANIMOUSLY

**c. Board Policy 505: Fundraising in Schools
(Previously Administrative Procedures Only)**

21-06R

Moved: Trustee Young *Seconded:* Trustee Godfrey

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.

CARRIED UNANIMOUSLY

**d. Board Policy 506: Conduct of Coaches
(Previously Administrative Procedure Only and numbered 5015)**

21-07R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 506: *Conduct of Coaches* at its Regular Board Meeting of January 26, 2021.

CARRIED UNANIMOUSLY

e. Board Policy 602: Exempt Staff Supplementary Employment Benefits

21-08R

Moved: Trustee Young *Seconded:* Trustee Godfrey

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.

CARRIED UNANIMOUSLY

f. Board Policy 606: Respectful Workplace

21-09R

Moved: Trustee Young *Seconded:* Trustee Godfrey

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.

CARRIED UNANIMOUSLY

g. Board Policy 106: Financial Reporting and Operating Surpluses

(Previously 4005 and 4006)

21-10R

Moved: Trustee Young *Seconded:* Trustee Austin

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.

CARRIED UNANIMOUSLY

h. Board Policy 108: School Generated Funds

(replaces 4008)

21-11R

Moved: Trustee Young *Seconded:* Trustee Austin

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.

CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

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

a. Amended Annual Budget Bylaw 2020/2021

21-12R

Moved: Trustee Flynn *Seconded:* Trustee Austin

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.

CARRIED UNANIMOUSLY

Secretary Treasurer Amos then provided a high level overview of the amended budget.

21-13R

Moved: Trustee Flynn *Seconded:* Trustee Young

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.

CARRIED UNANIMOUSLY

21-14R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

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.

CARRIED UNANIMOUSLY

21-15R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

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.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS

None

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

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

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 6:52 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
January 26, 2021

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
- Land
- Legal

No motions were presented for approval at this meeting.

Chairperson

Secretary Treasurer



NEWS RELEASE

For Immediate Release
2021EDUC0011-000201
Feb. 4, 2021

Ministry of Education

Enhanced safety measures for K-12 schools

VICTORIA – Enhanced safety measures and \$121.2 million in federal funding are on the way, as the Province continues to strengthen health and safety plans in K-12 schools to keep students, teachers and staff safe during the pandemic.

All middle and secondary students and K-12 staff will now be required to wear non-medical masks in all indoor areas, including when they are with their learning groups. The only exceptions are when:

- sitting or standing at their seat or workstation in a classroom;
- there is a barrier in place; or
- they are eating or drinking.

Prior to these changes, masks were required for middle and secondary students and all K-12 staff in high-traffic areas, like hallways and outside of classrooms or learning groups when they could not safely distance from others.

For elementary students, wearing masks indoors remain a personal choice. These updates are part of ongoing work of the provincial education steering committee and are in alignment with provincial health updates. Updated guidelines for the child care sector will be made available in the coming week.

“To make sure schools continue to be as safe as possible for students and staff as the pandemic evolves, we have worked with provincial health and our partners on a continuous review of the guidelines, adapting and responding when needed,” said Jennifer Whiteside, Minister of Education. “We want students, their families and staff to feel confident with the safety measures in place. That’s why we’re making these updates.”

Guidelines have also been strengthened for physical education and music classes. High-intensity physical activities are to be held outside as much as possible. Shared equipment or items, such as weight machines, treadmills or musical instruments, can be used only if they are cleaned between use, according to strict school sanitization guidelines. Students using equipment or playing instruments should also be spaced at least two metres apart and masks are to be used when singing.

Since September 2020, more than \$5.7 million of the K-12 Education Restart Plan for school districts has been used to purchase 3.9 million masks for students and staff.

“Educators, administrators and staff have done a great job of adapting our schools to make them safe and ensure important in-class learning continues,” said Dr. Bonnie Henry, B.C.’s provincial health officer. “Since the start of the school year, we have paid close attention to our

schools and learned much, including the importance of having robust safety plans and using the layers of protection. Masks are one important layer, and these updated guidelines will strengthen how and where they should be used to protect everyone.”

To support B.C.’s COVID-19 response for K-12 education, the federal government announced \$242.4 million in one-time funding for the 2020-21 school year, with the first half of the investment allocated in September. The second instalment of this funding arrived on Jan. 29, 2021. The Ministry of Education is allocating \$101.1 million to school districts and \$7.5 million to independent schools, and is providing school districts an additional \$3.5 million to manage COVID-19 exposures in schools.

To support Indigenous learners, \$8.2 million will go towards addressing learning loss and student health, technology for remote learning, education and mental health support, adapting classroom spaces and enhanced cleaning.

There will also be \$900,000 allocated for six regional rapid response teams, one for each health authority and one dedicated to support independent schools, with representatives from both school and provincial health staff. These teams, announced by the provincial health officer, will continue to improve the speed of school exposure investigations, so health authorities can inform school districts and families more quickly.

Rapid response teams will conduct physical or virtual site inspections to ensure K-12 COVID-19 health and safety guidelines are being followed consistently. If there has been a significant exposure event or an in-school transmission, rapid response teams will be deployed to conduct a review and make recommendations, if needed.

School principals and vice-principals at each public and independent school are being provided with updated COVID-19 health and safety checklists to ensure they consistently follow provincial guidelines. Additionally, families in their local communities are reminded of the personal measures they can take to help keep schools safe.

School districts and independent school authorities will be required to confirm every school has completed the checklist and safety plans have been updated to reflect the updated guidelines by Feb. 26, 2021. All schools will also post updated plans publicly.

One of the most important factors to keeping schools safe is a daily screening for any COVID-19 symptoms, which is why daily health checks continue to be required. To support daily screening, a new K-12 health-checker app has been developed for students and their families and can be found at: <https://www.k12dailycheck.gov.bc.ca>

The app will allow people to answer simple questions every day. It will inform them if they can attend school or if they need to self-isolate and contact 811 to be screened for COVID-19.

Quotes:

Stephanie Higginson, president, British Columbia School Trustees Association –

“Safety measures currently in place to reduce the spread of COVID-19 in our schools have been working well. The enhanced guidelines and additional supports announced today will help maintain that safety as the pandemic evolves. B.C.’s boards of education are proud of the work that’s been done to allow students to safely return to school for full-time, face-to-face

instruction. Close to 750,000 people interact with the K-12 system every day in British Columbia. We are committed to keeping in-class instruction safe for learners, their families and our communities. Boards of education are up to the task of keeping schools safe, so that in-class instruction can continue across the province.”

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils (BCCPAC) –

“As the organization representing parents provincially, BCCPAC has continued its work with ministry officials, the provincial health officer and our education partner stakeholders to ensure a school environment with even greater safety protocols for our children. We asked the ministry to do more for the safety of our children, and we appreciate the efforts all stakeholders have made to create change to the health and safety guidelines.”

Learn More:

The BC Centre for Disease Control has a new website with information and resources about health and safety measures in K-12 schools, student and staff safety, and what happens when there is a COVID-19 case in school: www.bccdc.ca/schools

Families and students can find up-to-date information about K-12 schools at: <https://www.gov.bc.ca/safeschools>

The B.C. K-12 daily check app can be found at the following addresses:
Apple: <https://apps.apple.com/us/app/bc-k-12-daily-health-checker/id1547334827>
Google: <https://play.google.com/store/apps/details?id=com.qp.k12App>

For French, Chinese and Punjabi translations,
visit: <http://news.gov.bc.ca/releases/2021EDUC0011-000201#translations>

A backgrounder follows.

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



BACKGROUND

For Immediate Release
2021EDUC0011-000201
Feb. 4, 2021

Ministry of Education

Information about updated guidelines, federal funding

Strengthened health and safety guidelines also include these updates:

- Activities that include prolonged physical contact should not be a part of physical education or any other classroom learning. For example, activities like tag or touch football are lower risk, since students may only come into contact with each other briefly, whereas activities like wrestling or partner dancing should be avoided.
- All K-12 staff are required to wear a non-medical mask or face covering when they are in a classroom and they are away from their individual desk or workstation.
- Staff should be assigned to one learning group whenever possible. Staff interacting without a transparent barrier and with more than one learning group, or with students in more than one school, are to practice physical distancing.
- Staff must practice physical distancing and wear non-medical masks for any face-to-face meetings or interactions, including in the staff room. Staff also must hold meetings virtually whenever possible.
- Any visitor to a school is required to wear a non-medical mask.
- Even when wearing a mask, students and staff must still practice physical distancing whenever possible. Exceptions will be made for people who do not tolerate masks for behavioural or health reasons.

Within learning groups, physical distancing should also include avoiding physical contact and minimizing close, prolonged, face-to-face interactions, while spreading out as much as possible within the space available. There should be no crowding, gathering or congregating of people, even when non-medical masks are worn.

School districts and independent schools will be able to spend the second instalment of federal funding in the following areas, based on local needs:

- hiring teachers to deliver education programs, including extended transition programs;
- hiring and training custodial and administrative staff to support students in their safe return to schools and to implement school safety plans;
- purchasing additional non-medical masks or other personal protective equipment;
- improving ventilation and air systems in schools;
- increasing hand hygiene, including additional handwashing and hand-sanitizing stations;
- cleaning equipment and supplies;
- mental health support;
- software and computer or tablet loans for students learning remotely; and
- additional transportation costs to accommodate additional routes and enhanced cleaning.

The First Nations Education Steering Committee (FNESC) will distribute the \$8.2 million for Indigenous students living on-reserve who attend public schools. This will be used to promote continued learning opportunities and address extraordinary COVID-19 related student needs, while protecting the health, safety and well-being of their citizens during the pandemic. FNESC will be required to report to the Ministry of Education about how the funding is used.

An education steering committee with membership from all education partners, including teachers, school staff, parents, Indigenous rightsholders, trustees and school leaders, has been meeting regularly throughout the pandemic. In January 2021, the committee was expanded to include staff from the Office of the Provincial Health Officer, the BC Centre for Disease Control and WorkSafe BC. A provincial co-ordinator has also been appointed to continue to improve COVID-19 processes and make sure COVID-19 related health and safety guidelines are implemented consistently throughout the education system.

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
2021TRAN0014-000243
Feb. 11, 2021

Ministry of Transportation and Infrastructure

New program to help students get moving

VICTORIA – The Province, in partnership with BC Healthy Communities Society, has selected 11 schools to participate in a pilot project designed to increase the number of students using active transportation between home and school.

“This is an exciting program that will help students be physically active at the start and finish of their school day,” said Rob Fleming, Minister of Transportation and Infrastructure. “Our government is proud to work collaboratively with communities to break down barriers and support more students and their families to walk, wheel, cycle or skateboard to school and back safely.”

Active commuting allows students to spend more time outside, improving their mental and physical health, while staying connected with their community. It also lessens traffic congestion around schools, which further supports student safety and reduces the carbon footprint.

“Health, wellness and an active lifestyle have so many benefits for students including improved learning outcomes and longer attention spans,” said Jennifer Whiteside, Minister of Education. “We welcome the pilot and encourage all students and their families throughout B.C. to make their school commute an active one.”

The Active School Travel Pilot Program will provide \$400,000 over two years to the BC Healthy Communities Society to deliver the program. The program will provide funding, information and resources to participating schools to support activities, such as:

- regular events and incentives to increase regular walking and biking to school;
- assessments, e.g., mapping the best route to school;
- skill-building opportunities for students and parents;
- expansion of the School Streets project to reduce traffic volume around schools;
- incentive programs;
- loaner bikes, scooters and skateboards for students; and
- amenities and infrastructure improvements, including bike racks and improved signage.

The Active School Travel Pilot Program supports goals set out in the Province’s CleanBC plan, as well as Move. Commute. Connect. – B.C.’s strategy for cleaner, more active transportation. The outcomes of this pilot project will inform future initiatives to increase walking and cycling to school for students and their families.

“Given the current restrictions and closures, finding opportunities for school-age children to be active has never been more challenging,” said Jodi Mucha, executive director, BC Healthy Communities Society. “We’re elated that we were able to work together with the Ministry of Transportation and Infrastructure to launch the Active School Travel Pilot Program during the

2020-21 school year. Building physical activity into the journey to and from school offers students and their families a chance to be physically active in a way that ensures safe physical distancing.”

BC Healthy Communities Society is a provincewide not-for-profit group that facilitates the ongoing development of healthy, thriving and resilient communities.

“The health and well-being of our students is a top priority for us, and promoting active and safe travel to school is part of that,” said Margo Musslewhite, principal, Sangster Elementary in Colwood. “To achieve long-term success for this type of project, we know it will take a team effort. We’re delighted for the opportunity to work with many of our community partners and BC Healthy Communities Society to build on our efforts to engage young people to enjoy the benefits of active, safe travel to Sangster Elementary.”

Learn More:

Active School Travel Pilot Program: <http://bchealthycommunities.ca/active-school-travel/>

Move. Commute. Connect., B.C.’s Active Transportation Strategy: www.gov.bc.ca/active-transportation

CleanBC: <https://cleanbc.gov.bc.ca/>

A backgrounder follows with the schools participating in the Active School Travel Pilot Program.

Contact:

Ministry of Transportation and Infrastructure
Media Relations
Government Communications and Public
Engagement
250 356-8241

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



BACKGROUND

For Immediate Release
2021TRAN0014-000243
Feb. 11, 2021

Ministry of Transportation and Infrastructure

Schools participating in the Active School Travel Pilot Program

- Bella Bella Community school (Heiltsuk Nation)
- J.N. Burnett Secondary (Richmond – SD 38)
- Sir William Van Horne Elementary (Vancouver – SD 39)
- Langdale Elementary (Gibsons – SD 46)
- Sir Alexander Mackenzie school (Hagensborg – SD 49)
- St. Patrick Regional school (Vancouver – CISVA)
- Sangster Elementary school (Colwood – SD 62)
- Cumberland Community school (Cumberland – SD 71)
- Sir James Douglas Elementary school (Victoria – SD 61)
- Muheim Memorial Elementary (Smithers – SD 54)
- Fort St James Secondary (Nechako Lakes – SD 91)

Contact:

Ministry of Transportation and Infrastructure
Media Relations
Government Communications and Public
Engagement
250 356-8241

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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: Thursday, February 4, 2021 at Noon

Mission Statement:

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

Our Vision:

Thriving children, families and community

Our Goals:

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

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 Recreation (ACRA); Vancouver Island Library; Play Oceanside and Pacific Sport.

All agencies updated programs and this information is listed on agency and OBLT websites.

1. Indigenous Acknowledgment

Judi Malcolm (OBLT) shared the SD69 book: "The Joint Indian Reserve Commission and District 69" and will be reading excerpts from it each meeting.

2. First 2000 days follow-up

- Feb 18th workshop will include Joanne Schroeder – speaking about Compassionate Systems Leadership and Social Emotional Wellbeing.
- Final report of the forum was sent with the invitation to the follow up forum.
https://www.rdn.bc.ca/first-2000-daysbeyond?mc_cid=58a9dbbd24&mc_eid=UNIQID
- The Lancet which started the First 2000 Days study – has a list of 7 recommendations for policy makers and political leaders; which we've reached 5 of the 7.

3. UBC Initiative through HELP

- UBC wanted to partner with IH to look at community activities in Comox and another area related to collecting based on community partnerships and social/emotional well being through a grant that they would apply for. UBC decided not to go for the grant this year, but hoping for next year.

4. Other Items

- UVIC doing a study tracking individual students from EDI onwards, that Island Health has concerns about. SD 69 will address the concerns in a letter to UVIC.
- CYMH reported that the Local Action Team and Child Wellness teams are merging to form the Child and Youth Wellness Action Group
- OBLT reported our region's EDI - vulnerability decreased overall between Wave 6 & 7. Physical Health and Well Being, and Emotional Maturity indicators did rise between Wave 2 & 7.

5. Childcare Updates

- Errington After School Program is close to having everything submitted to licensing and Seamless Day Program at Errington is going through licensing process.
- Primary Program – using play based Reggio/Montessori/ELF program for K-Gr 3 range. Play and creativity will be primary focus of learning. Good feedback from parents that attended information sessions. Will go to Trustees for approval. If approved, this program will be a branch of Springwood Elementary with 1 cohort. If parents wish more information, they can call Lisa, the principal at Springwood.
- More on the Mid-Island Child Care Action Plan at the next meeting.

6. RDN Needs Assessment

- No further information at this time. The person doing the Needs and Assessment Strategy is leaving, so this will affect the timeline.

7. Health & Safety

- New changes today is the mask mandate has been expanded to wearing at all times except when eating from grades 5-12, including teachers.
- Younger learners are not impacted. Exposures in the schools are coming through transmission in the community.

8. Date of Next Meeting:

Thursday, March 4, 2021 at noon



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Track Steering Committee
Meeting Location: Zoom
Meeting Time: 9:00 AM January 12, 2021

Mandate:

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

Updates:

Oceanside Services Committee Presentation re: track. (Juliet Deveaux, Michael Garland, and Rudy Terpstra)

- Positive response. Two regional Districts expressed their support, each speaking of a possible \$50,000.
- Directors spoke of process issues and concerns about what the RDN is being asked to support. Said they were unclear on the "ask."
- While support not yet clear, the committee has referred the matter back to the RDN Board.

Parksville Councillor

- Meeting with the MLA Walker to update and seek support.
- A letter of support is coming from the city in the next week or two.

Qualicum Councillor

- The RDN has a master Recreation Plan and the track at Ballenas is a funded part of the plan. It makes sense to activate that aspect of the plan at this time.

Fundraising:

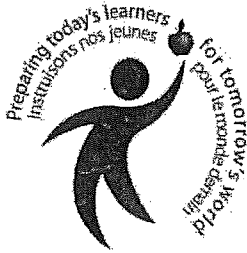
- Website is up and running....yippee! www.oceansidecommunitytrack.ca will go fully public after final tweaks. Feedback is welcome.
- Button/smile cards campaign through Thrifty Foods.
- Parksville AM Rotary is willing to partner.
- Hats off to Ron Amos for work on grant applications.
- An aggressive campaign of grant submissions is coming, with Kim and Randy Longmuir to support the writing.
- Virtual runs in all the schools to come. PAC's and parents can be involved.
- Goal is to have the total budget of \$1.5 million in the bank by December 31 2021.

Next Meeting

- Tuesday, March 9 at 9:00 AM

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

Action Item	Responsibility	Status	Proposed Deadline
<p>Letter to Minister re Cancellation of Foundation Skills Assessment - January 26, 2021 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</p>	Board Chair	Completed	Letter sent February 3, 2021
<p>Exploration of Community Schools Concept - December 15, 2020 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</p>			
<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>	Eve Flynn Elaine Young Gillian Wilson	Report to be filed at the February 2021 Regular Board Meeting Further discussion at the April Education Committee of the Whole	Ongoing
<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>	Gillian Wilson		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



SCHOOL DISTRICT No.69 (QUALICUM)

EXTERNAL COMMUNICATIONS PLAN

Prepared for the Board of Education
by Dr. Vivian Collyer, Director of Instruction
at the request of Dr. Keven Elder, Superintendent of Schools
January 28, 2021

We would like to acknowledge that School District 69 exists within the territories of Coast Salish People and within the shared traditional territories of Qualicum and Snaw-Naw-As First Nations.

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

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"The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners."
(SD69 Board of Education's *Guiding Principles for Organizational Decision-Making*)

Objective of this plan

The purpose of the SD69 External Communications Plan is to provide clear and concise guidance for communications with our district community and the public. This updated plan provides background information and guidelines to inform staff communication activities.

Goals of the external communications plan

1. Implement ongoing communication strategies that are focused on consistent, inclusive, open, and transparent communications.
2. Build trust and garner support in the district and school communities by ensuring stakeholders and the public have timely access to information about district initiatives, issues, programs, and activities.
3. Foster strong relationships by providing opportunities for stakeholder engagement in public education.
4. Enhance and appropriately represent the district's identity/brand.

Audiences

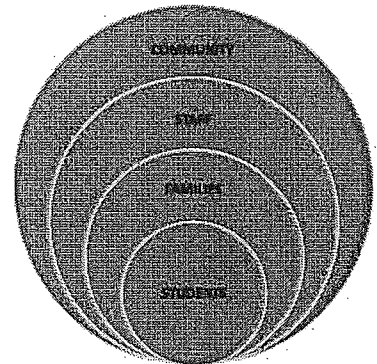
There are many potential external audiences that need to be considered within a district communications plan. Highlighting that students are at the centre of our district strategic priorities, the following target audiences inform public-facing communications and strategies within the plan.

Primary audience

- Students
- Parents, guardians, families
- Staff

Secondary audience

- Community partners, including:
 - Parent Advisory Councils
 - Union partners
 - Residents
 - Businesses
 - Municipalities
 - Non-profit agencies
 - Media
 - Prospective residents and parents considering a move to the region
 - Prospective employees and teacher-candidates currently in Faculties of Education
 - Post-Secondary institutions
 - Provincial and federal government agencies and officials
 - Global community



Key messages

The following key messages synthesize our district's Strategic Plan, represent who we are as a district and what we value, and inform communications about our district.

- SD69 Vision Statement: Preparing today's learners for tomorrow's world. *Intruisons nos jeunes pour la monde demain.*
- Student-centred learning (encompassing the heart, body, mind, and spirit) is the primary focus of what we do.
- The health and well-being of all in our district community is foundational to a sense of belonging and continued growth.
- Parents and the broader community are our partners in education.
- People are the most valuable asset in our organization; supporting their continued learning in deep and purposeful ways makes a difference to student learning and educational innovation.
- Meaningful, focussed collaboration fosters quality teaching and leadership.
- Innovation, professional growth and system improvement are constant drivers of practice in our district.
- Everyone has a role to play in social responsibility and environmental sustainability.
- Our district community values sense of place and community.

Implementation of the External Communications Plan

Both school-based and district staff play an important role in implementing an external communications plan. Principals/vice principals and teachers are influential sources of information to students and parent/guardians, and are usually the first point of contact with this audience. As such, ensuring that employees are both aware of and know how to support the district's external communications plan is a critical implementation strategy. For example, if school-based staff know what key messages need to be highlighted in our district's external communications, they will be better able to target and share student learning stories for public-facing communication opportunities. Similarly, district staff tasked with implementing external communication strategies need to align their efforts with the district's key messages and with the targeted audiences in mind.



In our district, everything we do starts with our students - their sense of belonging and their learning growth. We know that relationships and collaboration are key to our learners' ongoing success, so we take the time to grow and sustain meaningful connections with families and community partners, and foster strong school communities with our students and staff. For example, at my school...

External communications strategies

1. District website - Optimize our virtual public facing presence

We are committed to continuous renewal and improvement of our district's public facing website. This action is an ongoing opportunity to enhance communications with our stakeholders and the public about our district community.

The design and content of an organization's public facing website can communicate its identity in a clear and user-friendly way. By taking stock of what is important to our district community (including who we are, what we do, for whom do we do it, and what we are accomplishing), we can inform the development and design of the website so that it conveys our district's identity as well as becomes an enhanced and beneficial communication tool.



Branding communicates our district's identity in a readily accessible way to the public. Our current district tagline, "Preparing today's learners for tomorrow's world" continues to be contemporary and applicable as a general identity statement. It may be time to review the district's present-day values and assets to assess the currency of the logo as the district's identity representation, and to ascertain what information and initiatives to showcase on the refreshed public facing website. For example, the Board may want to consider updating the current logo to one that represents some of the key values that have been recently spotlighted in the district, including environmental stewardship and social justice.

Considerations

Audiences

- External (incl. primary and secondary audiences)
- Internal (incl. students, staff, union partners, leadership; how public-facing messaging communicates our district's collective identity)

Content

- Highlight district features and stories that
 - showcase student learning activities, accomplishments, and artwork
 - attract interest and support from our external audiences
 - enhance shared understanding, and foster sense of common purpose and pride for our internal audiences
- Publish district information that clarifies responsibility areas and contact details for accessibility
- Provide background information that encourages community understanding and support for changes in learning at our schools

Design

- Incorporate images that represent who we are and what we value as a district community
- Timely updates to sustain interest in and support for educational directions
- User-friendly (see Appendix A on page 10)

Framework for the district's public facing website presence

A framework can be a useful tool to inform the design and content of the district's public facing website for staff. This framework captures School District 69's identity features in a clear and concise format, and addresses the following questions:

- What matters most?
- What needs to be profiled?

Guiding question	District Identity Features	Website Structure/Strategy
<p>What matters most in our district?</p>	<ul style="list-style-type: none"> • <u>Strategic plan</u> priorities: <ul style="list-style-type: none"> ○ Student-Centered Learning ○ Quality Teaching and Leadership ○ Social-Emotional Learning • Indigenous lens, incl. <u>First Nations, Metis, and Inuit Education Enhancement Agreement 2015-2020</u> goals (Note: A new agreement is in progress at this time and will be added to this plan once completed.) • Environmental stewardship and Climate Action • Equity and social justice 	<p><i>Determined by staff in relationship to features listed on the left:</i></p> <p>e.g.</p> <p>Landing page that articulates priorities, incl. background image that aligns with identity</p> <ul style="list-style-type: none"> • An “about” page for Board of Education, incl. photos and descriptor (and other related items as link from there) • Page listing district staff responsibilities and contact info • Strategy to manage immediate updates, like news releases? • Accessibility to information and contacts • Way to display current events in the district • Banner, incl. links to read more
<p>What needs to be profiled on our website?</p>	<ul style="list-style-type: none"> • Student learning stories, accomplishments, artwork, etc. • School stories that relate to the above identity features, etc. • Green initiatives • Reconciliation activities • Upcoming district meetings and events • Specialty programs • Innovative learning initiatives • District departments • Community partnerships? • Other? 	<p>e.g.</p> <ul style="list-style-type: none"> • Showcase student stories and artwork as design feature wherever appropriate (i.e. as scrolling images on landing pages) • Pages to elaborate information, ongoing work, and/or accomplishments in identity feature areas • Accessible calendars showing committee meetings and events, etc. • Leverage social media for regular immediate updates- Twitter feed? • Regular news releases related to identity features • Other?

Strategies:

- Ensure district website is appropriately staffed to build and maintain an effective external website presence, including webpage design. Current status requires staff to create webpages as extra tasks beyond their regular duties and/or time and/or capacity.
- Create means by which district staff can populate content to their pages on an ongoing basis.

NOTE: Framework for the district's internal website presence

2. Publicity – Enhancing media communications

Media relations

The media provide an important vehicle through which the district can keep the public informed about what the district is doing related to the key messages, as well as increase public awareness about current directions in education.

Strategy:

- Leverage our district's positive relationship with the staff at Parksville Qualicum Beach News to regularly publishing articles about district activities and school stories.
- Increase frequency of broadcasting information and learning stories through local radio stations.

Social media

Currently our district has a Twitter handle @SD69Qualicum as our primary social media tool. Frequency of use is variable at this time. Targeting key messages from the district external communications plan and following related school-based and district initiatives to post to our Twitter account on a regular basis and in real time will enhance and reinforce our district identity and values. Twitter is a popular social media platform in the education sector, and the more interesting and valuable content we post, including retweeting relevant school-based tweets, the more likely the district will increase its followers, from both internal and external audiences. Posting our Twitter feed to the public facing website can provide an additional way to share with the public in an immediate fashion.

Strategies:

- Support schools with social media communications (such as Twitter) to highlight student learning and success stories, and highlight work related to key messages.
- Enhance district social media activity. Increase frequency of student learning stories related to district key messages in the media and social media. The Director of Instruction can liaise between schools and media, and post to Twitter on @SD69Qualicum, proactively seeking and sharing celebratory stories and innovations.

3. Promotions

Presentations to targeted audiences

In-person and virtual speaking engagements about education initiatives and activities can build awareness and garner support of stakeholders and community partners.

Community events

Community events are an opportunity for prospective students and families, as well as the general public, to learn about what is happening in our district and schools, and can open informal communication channels among staff, students and their parents, and the local community. They may be in-person or virtual.

Presence with community partners

The Oceanside community hosts numerous organizations and service groups with whom the district could liaise on a regular basis. Senior staff and trustees may be able to extend the connections that they already have with organizations such as the Parksville and Qualicum Beach Chambers of Commerce,

local Rotary clubs, and other agencies. Although the Superintendent is a frequent visitor and presenter, school district representatives could make more frequent presentations or at the least be sure to visit events hosted by those organizations on a more regular basis.

Strategies:

- Ensure continued presence at events and staying connected with community.
- Create a subset of the communications plan which speaks to these outreach options and the best ways to actuate such a plan to ensure successful implementation.
- Develop presentations about the district's education initiatives and activities related to key messages for stakeholder outreach opportunities in the local community. Showcase learning and educational programs as appropriate (e.g., district specialty programs during registration). The Director of Instruction and district staff can present to targeted groups and at community events to enhance awareness and share information, as well as coordinate and/or host events.
- Keep a record of promotional activities and highlights. Present bi-annual reports to the Board of Education about what activities have occurred and to which community audiences.

4. Ways for the Board of Education to interact with families, staff, and the community

Committees of the Whole

Allowing for a less formal exchange of ideas and views between regular board meetings, monthly committee meetings with Board members and district staff are open to stakeholders and the public. Discussions include presentations, dialogue, and opportunities to ask questions, and may, at times, lead to recommendations to the Board. These committees include: the Education Committee of the Whole, the Policy Committee of the Whole, and the Finance & Operations Committee of the Whole.

Strategy:

- Ensure that communication from each committee of the whole meeting to each subsequent public board meeting is framed in a way that, as the report becomes public, it is clear and public/media ready, both in terms of celebrating successes and attending to challenges.

Town hall meetings

Opportunities for the Board of Education to share information and hear from the community about topics of interest. For example, recent town hall meetings through Zoom webcasting have provided the forum for timely information sharing and answering questions about the BC K-12 Education Restart Plan and the safety guidelines related to the COVID-19 pandemic, and these meetings have been well-attended and well-received by families and the community.

Strategy:

- As emergent issues and the need to glean family perspectives arise, the Board of Education can continue to invite discussion and questions through town hall meetings, either in-person or virtual, depending on context (e.g., Who is the target audience and which format is more readily accessible for their participation?)

Assessment

A continuous assessment cycle to monitor the effectiveness of strategies within an external communications plan is essential to its effectiveness.

Strategy:

- Monitoring effectiveness may include:
 - qualitative evidence - such as surveying users about their experiences on the website, and reviewing communication outcomes for shifts in awareness about district initiatives within targeted audiences;

- quantitative data - such as frequency indicators (e.g., increase in Twitter posts or visits to the district website)
- The Director of Instruction can provide reports to the Board on communication strategy assessments as required.

Resources

- Strength - Our district communications benefit from the leadership and support of our dedicated District Principal and Information Technology Team.
- Enhancement considerations:
 - Additional staffing time would enable ongoing and immediate district website maintenance, including regularly checking for issues and keeping it updated and relevant.
 - Budget allocation to contract for services, such as web design.

Framework for the district's internal website presence

The internal communications component (or back side) of the website, which is accessed by staff, will require redesign to ensure its representation is aligned with the public facing side. This redesign includes the need for consistency of messaging within all forms of digital communications, effective and efficient internal structures, and improved navigation and access to key resources. Student access to district email accounts, digital portfolios, and learning resources (such as ERAC classroom databases) occurs within the back side of the website as well. This access will also require modernization of its user interface.

APPENDIX A - Characteristics of user-friendly websites

- Less is more (i.e. not too wordy, to the point headers, make use of links to more information, etc.)
- A picture is worth a thousand words (i.e. images to represent concepts, infographics like charts and diagrams, images like arrows and buttons to guide users, etc.)
- Aesthetics matter (i.e. colours elicit emotional responses, importance of white space to avoid clutter, letter fonts, *rule of thirds*, etc.)
- Familiar conventions support navigation (i.e. menus at top, contact info. at bottom, clickable logo at top to return to home page, search bar at top, etc.)
- Consistency supports navigation (such as all of the above conventions on every page)
- Flow (information flows in a logical and easy to follow pattern, English readers tend to scan in E Format when online)
- Effective user experience (test for mobile-friendly, audience legibility and readability, intuitive, search engine, load time, accessibility on differing operating systems, etc.)
- Timely updates...needs to be staff-friendly to manage and maintain the site
- Maximizing Social Media (e.g., Twitter, blogs, etc.)



Education Committee of the Whole Report
Tuesday, February 16, 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

3. SHARED LEARNING:

a. Kwalikum Secondary School Student Council – Zero Waste

- Great presentation from students, past and present, on the recent history of the Student Council and the initiative of the Zero Waste project. This project commences in a week with posters, bins and education for students. Additional inquiry is happening around biological and waste scraps from classes like Biology and Industrial Education courses, (metal, wood waste).
- Ongoing project is benches for in school. 4 new ones purchased with funds from PAC, placement to be determined.
- Bring your own bag posters;
- Valentines for seniors; 150 hand written cards to Berwick and Qualicum Gardens
- Good uptake from the Grade 8 & 9 students, ability to carry the initiatives forward as they advance in the school.

b. Arrowview Elementary School – Sharing Social Emotional Learning (SEL)

- Principal Autumn Taylor spoke about the ongoing strategies being used by staff to support SEL.
- Core competencies, values all align with code of conduct and message and language is clear and consistent.
- 14 staff, including EA's in a book club, challenging with Zoom
- Safety, Regulation, Belonging, Positivity posters around the school, focusing on using consistent words.
- Problem/Reaction thermometer
- Outdoor structure being planned, including fundraising. A learning space for the entire school.

4. INFORMATION

a. Social Justice

- Trustee Elaine Young spoke briefly about the need for a social justice working group.
- Definition and environmental scan to follow once the recommendation of a motion is brought forward from the Education Committee of the Whole to the next Board meeting.

b. Registration Update 2021-2022

- Some blips but smoothed out.
- All programs of choice will be online registration.
- Preliminary numbers for the new Primary Program offered at Craig Street Commons, is at 14.
- Hard to predict with COVID but hopeful there is enough data for all programs of choice to plan after Spring Break

c. Alternative Education Review

- Standing item on agenda
- A 'soft alternative' program planning for September 2021.
- KSS has the Compass program and will continue with that half day program with core subjects.
- BSS is focusing on gr 8-9 with a half day model, inquiry approach learning hub for core subjects. This would stay at BSS because of the program at PASS Woodwinds offered across the field.

5. DISCUSSION

a. Lessons Learned

- Standing item on agenda
- Discussion around a district wide survey. What type of results would be hoped for and what would we do with the results? Both KSS and BSS have already surveyed many of their students because of the quarter system, pros and cons.
- DPAC has asked that parents be included in the district wide survey, as well as teachers. Focus of questions would be 'what worked' and 'what didn't work'.

6. QUESTION PERIOD

7. RECOMMENDATION(S) TO THE BOARD OF EDUCATION

THAT the Board of Education of School District 69 (Qualicum) establish a working group to discuss, refine and accept a definition of Social Justice and invite interested stakeholders to join, with the goal of completing an environmental scan and action plan.

8. FUTURE TOPICS

9. NEXT MEETING DATE

- Tuesday, April 19, 2021 at 2:30 via Zoom



SD69 QUALICUM

Policy Committee of the Whole Report
Tuesday, February 16, 2021
Via ZOOM
1:00 p.m.

Mandate: To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

Acknowledgment: We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As and Qualicum Bands for sharing their territory with us.

1. Business Arising from Discussions

- 7059 -- Corporate/Community Sponsorships, Partnerships and Advertising in Schools

While PAC's are mentioned in the AP's, the policy is about what the title indicates – not really fundraising in schools. This policy will be rewritten scheduled for November.

- 500 – Communicating Student Learning and Student Placement – Held for discussion in May as Ministry changes may be coming.

2. Items for First Reading

- 501 – Acceptable Use of Technology (Policy only; AP attached for information only)
- Copyright (Formerly AP only) (policy only; AP attached for information only)

3. Items for Second Reading

- 107 – Use of Educational Property for Childcare (Policy and AP)
- 505 – Fundraising in Schools (Policy and AP)
- 506 – Conduct of Coaches (Policy only; AP attached for information only)

4. Items for Third Reading

- 602 Supplemental Employment Benefits for Exempt Staff (Policy and AP)

5. Future Topics

April Meeting

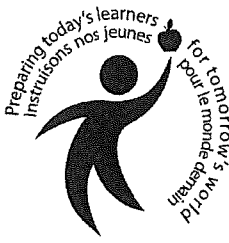
- Overall principles – personnel
- Other personnel policies and ap's (currently the 6000 series)

May Meeting

- Framework for Enhancing Student Learning
- Discussion re: Communicating Student Learning and Student Placement.

6. Date of Next Meeting:

- Monday, April 19 at 1:00 pm via Zoom



Context

The Board understands that technology-based access to information, collaboration and creativity are vital to intellectual enhancement and productivity and that web-based information can be difficult to control or filter. The Board of Education of School District 69 (Qualicum) recognizes the value of technology in enhancing student learning and in enhancing the administration and operation of its schools.

Policy Statement

1. In order to support its mission and strategic priorities, the Board supports the responsible uses of technology that support learning, respect privacy and ensure safety.
2. The Board is committed to informing all students and staff of potential risks and benefits that come with access to technological resources, and to clarifying expectations and restrictions on uses of information technologies in the school district.
3. Technology is to be used primarily for educational and/or research purposes and for conducting valid School District business. Any other uses that interfere with the security or integrity of the system are prohibited.

Guidelines

1. This Acceptable Use Policy (AUP) is applicable to all persons using Technology while studying, working, or visiting in the Qualicum School District.
2. Technology will be used to:
 - a. support and enhance the delivery of educational services to students and provide options; to meet their learning styles, access requirements, and program needs;
 - b. provide tools to improve the efficiency and effectiveness of the business of education;
 - c. enhance opportunities for staff to participate in professional development activities;
 - d. communicate with partner groups and the community.

Definitions

Technology is defined as computers, mobile devices including cell phones, software, networks, the Internet, online communications and other technologies. For the purposes of this policy and its related Administrative Procedure technology includes that which is provided by the School District or that which is brought by the user.

References:

- Administrative Procedure: *Acceptable Use of Technology*
- Board Policy 900: *Freedom of Information and Protection of Privacy – Management and Access to Information*

Dates of Adoption/Amendment:

Adopted: 97.07.08
Amended: 02.04.23: 04.01.27: 19.05.28



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 50103 – ADMINISTRATIVE PROCEDURES

ACCEPTABLE USE OF TECHNOLOGY (AUP)

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Terms and Conditions for Acceptable Use of Technology

It is important that users conduct themselves in a responsible, legal, professional, ethical, and courteous manner while using school district technology and when communicating online using social media tools or other technologies. All other policies, including those on harassment, equity, and proper conduct of employees and students apply to the use of technology.

Users of technology in the School District will be required to abide by the terms and conditions of this policy. Employees of the School District must sign the agreement in order to gain access to technology. Consistent with the Code of Conduct, all students are bound by the terms and conditions of this Policy.

Use of technology and access to the Internet for any purpose not related to education is prohibited including, without limitation, commercial, criminal, obscene, inappropriate or illegal purposes. Use of some technologies may require prior authorization by the School District. The School District reserves the right to restrict the scope of access to individuals or groups. Any user identified as a security risk, having a history of problems with other computer systems or found violating this policy may be denied access.

Inappropriate or prohibited use may lead to suspension or termination of privileges at the discretion of district administration, and to possible other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts. The Board's Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of British Columbia.

The Board and its representatives make no guarantees about the reliability of the technology it provides and will not be responsible for any damages that may be incurred. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by technology or user errors or omissions. Use of any information obtained or given via the Internet is at the user's risk. The School District denies any responsibility for the accuracy or quality of information obtained through its technology.

The following is a list of requirements which will be shared with all users (at each login, or by signed agreement) and whose violation may lead to suspension or termination of privileges:

System Security and Integrity:

1. Users may not violate, or attempt to violate, the security or integrity of the School District's computers, data or network.
2. Users are required not to share their passwords or permit others to use their account, and must log off immediately after use to ensure that others may not access their account. Users are responsible for all activity within their account and will be held accountable for any inappropriate activity.
3. Users may not disclose anyone else's user ID, password, network or Internet credentials.



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ACCEPTABLE USE OF TECHNOLOGY (AUP)

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4. Vandalism will result in termination of technology privileges. Vandalism is defined as any malicious attempt to harm or destroy data, equipment, the network or agencies or other networks that are connected to the Internet. This includes deliberately or recklessly exposing the technology to virus infection.
5. In order to enable fair use of technology, system administrator(s) may set quotas for disk/computer usage and usage time limits on some technologies.
6. In order to protect the integrity of the networks and maintain efficiency, the connection of personal technology equipment such as home computers, routers, servers, wireless devices, etc. to District networks is not allowed without the permission and guidance of the District Information Technology staff.

Privacy and Confidentiality:

1. Use of technology associated with the School District, including Internet access and email, is neither private nor confidential and may be tracked. Use of such technology by any individual may be monitored or reviewed by the School District without prior notice. In the case of misuse or suspicion of misuse of the network or services, the School Board reserves the right to access any files/data on the system.
2. The District may block or remove files that are unacceptable or in violation of this Acceptable Use Policy.
3. Parents/guardians have the right, where legally applicable, to request to see the contents of their child's data.
4. Due to the nature of some District approved online technologies being hosted world-wide, it is possible that an individual's full name, student ID, school name, email and classwork may be stored on premises outside Canada. In such cases, parents will provide informed consent the privacy laws of the country hosting the data may apply. Such technologies may only be used in the manner prescribed by the District.
5. The District will not disclose or post a student's personal contact information without the consent of the student's parent/guardian or of the student if of legal age. This includes a student's address, telephone number, school address, work address or any information that clearly identifies an individual student.
6. The District will not disclose an employee's personal information without the consent of the employee.
7. Staff and students shall not post or discuss online, personal information or work related issues including student work, without the permission of all parties involved.
8. When using social media or other websites to enhance classroom education or conduct School District business, personal information including full names may not be posted unless authorized and appropriate measures should be taken to protect the privacy of individuals and content where applicable.

Other inappropriate or illegal uses of District technology, the Internet and social media tools include, but are not limited to the following: *[Please be aware that any illegal action carried out*



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ACCEPTABLE USE OF TECHNOLOGY (AUP)

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over the Internet will be reported to law enforcement officials for possible prosecution. Financial and legal consequences of such actions are the responsibility of the user (staff, volunteer and student) and student's parent or guardian].

1. You may not use District technology to:
 - Transmit any materials in violation of Canadian laws
 - Store or transmit pornographic materials including sexting
 - Transmit or post threatening, abusive or obscene material
 - Duplicate, store or transmit copyrighted material that violates copyright law
 - Threaten, intimidate, bully or spread rumours about another individual or group
 - Use anonymous proxies to get around content filtering
2. Plagiarism/Copyright/Licensing. Plagiarism is the act of using someone else's words or ideas as your own
 - Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
 - All students and faculty should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused
3. Expected behaviour on social media websites
 - The District strongly urges employees to refrain from friending or following students on social media platforms
 - Employees must at all times conduct themselves appropriately on social media sites and elsewhere.
 - Employees are expected to refrain from commenting on the Board as employer, or about any supervisors or co-workers
 - All users are to refrain from posting inappropriate comments
 - All users are expected to not disclose personal or private information about anyone without their consent
4. District technology is meant for educational purposes and as such may not be used for
 - Personal business
 - Product and/or service advertisement or political lobbying
 - Playing network intensive games
 - Harassing other users with unwanted email or spam
5. More information for parents and students on the benefits and risks of using the Internet may be found at the Media Smarts website: <http://mediasmarts.ca/parents>



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ACCEPTABLE USE OF TECHNOLOGY (AUP)

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Glossary of Terms

Technology - Computers, mobile devices including cell phones, software, networks, Internet, online communications and other technologies

Online Communication - Internet based technologies such as email, websites, social media, messaging, photo sharing, etc.

Personal Information - Home phone number, address, health related issues, other personal identification. In the case of students' information this includes the full name. In the case of staff, it is okay to use the full name or business address/phone in official business communications in which case, it is not considered personal information

US Patriot Act - In the case of data being stored outside Canada, *Frequently Asked Questions* on the US Patriot Act may be found at:

http://www.tbs-sct.gc.ca/pubs_pol/gospubs/TBM_128/usapa/faq-eng.asp

(Note that data may be stored in countries world-wide, not just the US)

References

- Board Policy 5003: *Acceptable Use of Technology*
- Board Policy 9000: *Freedom of Information and Protection of Privacy – Management and Access to Information* and its attendant Administrative Procedure

Dates of Adoption/Amendments

Adopted: 1997.07.08

Amended: 2002.04.23: 2004.01.27: 2019.05.28



(Previously AP Only)

Context

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

Policy Statement

The Board of Education will ensure that all staff are supported in abiding by all copyright provisions and protocols.

Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.
4. **Employees are to be guided in their practice by the provisions of *Copyright Matters* and the *Fair Dealings Decision Tool* as described in the Administrative Procedures.**
5. **Employees doing work in the course of their employment will be expected to abide by intellectual property procedures as described in the Administrative Procedures**

References

- The Copyright Act
- **Copyright Matters**
- **Fair Dealings Decision Tool (developed by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC))**
- Administrative Procedures to Board Policy 504: Copyright

Dates of Adoption/Amendments:

Adopted:



Purpose:

For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.

1. The Board designates a District Resource Centre staff member to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. **Employees will be guided in their decision making regarding copyright materials by *Copyright Matters*, a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at:**
https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf
9. **Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at:**
<http://www.fairdealingdecisiontool.ca/DecisionTool/>



10. Unless specifically excluded in a contract or in a collective agreement, material created in the course of employment by an employee will be considered the intellectual property of the employer. While the employer holds the intellectual rights, the employee retains moral rights. Moral rights ensure the employer cannot use the material or modify it to damage the author. Employees have intellectual rights to work done on their own time, not related to their assignment and without use of district property, and therefore would be in a position to post this information as the own.

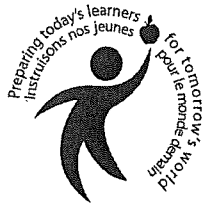
References:

- Copyright Act
- **Copyright Matters**
- **Fair Dealings Decision Tool (developed by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC))**
- Board Policy 504: Copyright

Dates of Adoption/Amendments:

- Adopted: 90.06.13
- Amended: 91.11.12: 01.10.23: 17.01.24

DRAFT



USE OF EDUCATIONAL 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), Oceanside Early Learning Coalition 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

Dates of Adoption/Amendments:

Adopted:



BOARD POLICY 107 – ADMINISTRATIVE PROCEDURES

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

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) Oceanside Early Learning Coalition 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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 107 – ADMINISTRATIVE PROCEDURES

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

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- b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.
- 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:



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
- Board Policy 108: School Generated Funds and its administrative procedures

Dates of Adoption/Amendments:

Adopted:

Amended:



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 505 - ADMINISTRATIVE PROCEDURES

FUNDRAISING IN SCHOOLS

Page 1 of 1

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 for the school 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.

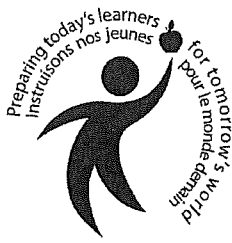
References

- Board Policy 505: Fundraising in Schools
- Board Policy 108: School Generated Funds and its administrative procedures

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~~ **positive social interactions** and appropriate conduct in all aspects of the coach's life **coaching**.
4. As role models, coaches are expected to set a high moral **ethical** 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~~ **B**enefits 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:



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 602 – ADMINISTRATIVE PROCEDURES EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

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:



Finance & Operations Committee of the Whole Report
Tuesday, February 16, 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 provided an update of the ongoing work of the Committee, including the new website and other fundraising efforts. The presentation to the Oceanside Services Committee of the Regional District of Nanaimo was received last week.
- b. **Arrowview Elementary Child Care Space**
General Manager Dempster shared that construction is underway, with concrete for footings in place last week. Some civil work will occur during spring break to move utility lines. In the meantime, construction will continue. Some discussion on other childcare opportunities that are being pursued for Errington Elementary and Craig Street Commons.

Items for Discussion

- a. **Capital Planning Update**
Secretary Treasurer Amos and General Manager Dempster provided an overview of planning timelines that cover the various aspects of capital planning. Considerations that go into planning for short term and longer term needs was discussed. The Annual Facility planning is underway now with consideration from the asset inventory database as well as from Administrators and Senior staff. The spending plan will come forward next committee for review prior to its submission to the Ministry.
- b. **IT Planning Update**
Principal Rowan presented an overview of the District's Technology review. An update was provided on the wiring work occurring at Oceanside, Springwood and Craig Street Commons. Also highlighted were the Data center/server upgrades that are occurring at both Kwalikum and Ballenas Secondary Schools. Additional information was provided on the ongoing work of the Evergreen project which supports the refresh cycle of the computers being used by staff and students. In determining the needs, the department works with the schools so that devices match the needs and this can vary from site to site.

Recommendations to the Board of Education

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

This document was shared last meeting as was brought forward for discussion and a recommendation to the Board.

THAT the Board of Education of School District 69 (Qualicum) write a letter of support for the BC School Trustees Association's recommendations to the Government of British Columbia for increased school life cycle funding

Information Items:

None

Next Meeting Date/Location:

- Monday, April 19, 2021 at 10:30, via Zoom



Board and Trustee Representative Committee Report

Trustee: Julie Austin & Barry Kurland
Representatives:
Committee Name: **Climate Action Task Force**
Meeting Location: Zoom
Meeting Time: February 9, 2021, 3:30 pm

Mandate

The School District 69 Climate Emergency Task Force will promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.

Topics of Conversation:

- Student Interact presentation by Mi Huy and Elena Sales: plastic waste initiative at Ballenas. Students created a poster and visual plastics display about the use of plastic and benefits of re-usable bags. Sheri Plummer from Communities Protecting our Coast gave additional information
- Vivian Collyer gave an update of a district -wide initiative on school based 'green teams' for students and staff and embedding learning with environmental stewardship – see attached
Budget relevant discussion on what might help move this project forward. Release some funds for teacher leadership and release of teacher time for conferences etc.?
- Ballenas Waste initiative grant @ BSS to improve recycling, compost bins, recycling education and looking at other initiatives to get people involved. Special thanks to the BSS students who gave us backgrounder on this.
- ISP green initiatives by Rhonda Bell- The ISP program is aware of concerns around carbon footprints and some of the initiatives that the industry is trying to address through their association (CAPSI) including working with airlines,(Air Canada) looking at carbon credits, reduce flying etc. They are asking the students that come here, "How can we reduce the impact?"
- Climate Action Plan discussion. A very draft concept of a plan was presented and ideas discussed how to move a meaningful plan forward. Items discussed that may eventually end up in the plan were: resources and the kids, individual teachers have freedom to adapt the curriculum, students receive credits, Earth Service Industry and preparing our students, skills and understanding.
5 areas of consideration: Reduce Greenhouse gases, Education, Mental Health, Leadership, Advocacy
Discussion progressed to reframing goals to impact on the school district and the need for a review and recommendations to achieve certain goals

Recommendation: (coming forward as a Notice of Motion for the March 2021 Regular Board Meeting)

That School District 69 (Qualicum) ask staff to commission a report by an independent consultant to review our carbon emission practices and operations and create options for the board to consider as we move toward carbon reduction. The costing for this report would be obtained from the 2020/21 budget.

- CATForce will continue to meet to dive deeper into the educational component of carbon reduction.

Next meeting---TBA

SD69 Green Teams 8-12

As school teams, how can we enhance our care of the environment in impactful ways?



School Teams are invited to 3 afternoon networking sessions to:

- ✓ Learn more about effective ways to build on your school's green initiatives;
- ✓ Collaborate with other teams and share ideas that are working;
- ✓ Provide information and feedback to the SD69 Climate Action Taskforce;
- ✓ Celebrate and communicate about environmental success stories.

Location: Zoom (link to follow)

Dates: Feb. 22, Apr. 12, May 10

Time: 12:30-2:30 pm (First hour: students and staff together; second hour: staff only with focus on professional learning and resources)

Please email Vivian Collyer with the names of your school team members, including 1 PVP, 2 teachers, and 2 students.





SCHOOL DISTRICT No.69 (QUALICUM)

February 3, 2021

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

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

Dear Minister Whiteside:

Further to our letter to you dated December 17, 2020 and to former Minister Fleming dated September 24, 2020, requesting the cancellation of the Foundation Skills Assessments (FSA) for the 2020/2021 school year, the Board of Education passed the following a motion at its January regular board meeting:

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.

As previously mentioned, the anxiety and stress associated with the pandemic has heightened pressure on our staff and students as well as their families. As you may also be aware, we have a higher number of students who are schooling at home with support and on-line learning this year. The logistics of providing the FSA to all of our grade 4 and 7 students is additionally challenging. We anticipate that most of the children doing remote learning will not come to the school for their test. There are other assessments in place at the local level that will certainly help our staff and students for this year.

With so many variables in play, we firmly believe that the resulting data would be distorted. As the validity of the FSA is already being questioned as it relates to personalized learning, along with the current challenges being faced by individuals due to COVID-19 and the high likelihood of skewed data in these unprecedented times, we respectfully ask again that the FSA's be cancelled this year.

Sincerely,

Eve Flynn, Board Chair

Copy: SD69 Board of Education
Keven Elder, Superintendent of Schools
Gillian Wilson, Associate Superintendent of Schools
Vivian Collyer, Director of Instruction
Deb Comer, President, MATA
Sherrie Brown, President, CUPE Local 3570
BC Boards of Education via BCSTA

File: 0530-01

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