



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
REGULAR MEETING OF THE BOARD OF EDUCATION
MONDAY, APRIL 8, 2024 – 5:30 PM
ZEBALLOS ELEMENTARY SECONDARY SCHOOL

AGENDA

**Board of Education
Vancouver Island West School District 84**

1. **CALL TO ORDER**
2. **TERRITORIAL ACKNOWLEDGEMENT**
3. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of March 13, 2023
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Presentation by Adam Barber - ZESS
6. **CORRESPONDENCE**
 - a. VISTA – Student voice
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
9. **UNFINISHED BUSINESS**
 - a. Preliminary Budget 2024/25
 - b. Regional District Accessibility Committee
10. **NEW BUSINESS**
 - a. Capital Plan
 - b. AP250 Amendment
 - c. AP542 Amendment
11. **SUPERINTENDENT/SECRETARY-TREASURER’S REPORT**
 - a. District Update
 - b. Finance Warrant
 - c. Enrollment Report
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. May 13, 2024, 5:30 pm – Kyuquot Elementary Secondary School, Kyuquot
15. **ADJOURNMENT**

*In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.*



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON WEDNESDAY MARCH 13, 2024,
AT THE SCHOOL BOARD OFFICE, GOLD RIVER, BC**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Cyndy Rodgers (Zeballos) (Zoom)
Jenniffer Hanson, Vice-Chairperson (Zoom)
Allison Stiglitz (Tahsis) (Zoom)

TRUSTEE ABSENT: Katie Unger (Zoom)

ALSO PRESENT: Lawrence Tarasoff, Superintendent and Secretary-Treasurer
Ryan Brennan, Director of Instruction
Stephen Larre, Director of Instruction
Deane Johnson, Director of Instruction
Gillian Leask, Assistant Secretary Treasurer
Ellena Gjesdal, Executive Assistant
Public – 1 (Zoom)

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 5:32 pm, acknowledged and gave thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuu-chah-nulth peoples and Mowachaht/Muchalaht, First Nations.

APPROVAL OF AGENDA:

2024:R-15 MOVED: Trustee STIGLITZ , SECONDED: Trustee RODGERS
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2024:R-16 MOVED: Trustee STIGLITZ , SECONDED: Trustee RODGERS
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of February 12, 2023."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

Nil.

CORRESPONDENCE:

Nil.

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported that the Board discussed two labour and one land issues.

TRUSTEE REPORTS:

- a. School Reports
 - i. GRSS: Students in France and Grad Class is going to Hawaii during spring break.
 - ii. RWES: Jan-Feb 2023- RWES Board Report - We welcomed two new teachers to staff, Christina Andrews and Rheanne Lancaster. Both of who recently graduated from our local VIU Teacher Training Program. We have continued with our monthly assemblies. The students have been doing a really good job and are beginning to feel more relaxed about presenting in front of a large group. We held teacher-parent interviews on February 8th. Turnout was not too bad and parents / guardians that could not attend were contacted by teachers to offer them a quick update and / or alternate meeting time. Fun Fridays are still a big hit. We try to have one a month. Some of the intermediate students went to the local skating rink for one of our Fun Friday activities. The student council and PAC worked together to hold a Valentine's dance in the afternoon on Valentine's Day. Some parents volunteered to supervise, and the student council members ran the dance for the primary students. The student council also organized some spirit days: Sports jersey day, Canadiana day and pink shirt day. Teachers held their own pink shirt activities in their classrooms. Our second Learning Update will be going out on the 14th.
- b. IEC Report - LEA Agreement and Enhancement Agreement dates in May. Meeting with First Nation Communities requesting representation at Curriculum Implementation Day. Student teacher program expanding to include SD47 and SD70, next meeting in Zeballos in May 2024.

UNFINISHED BUSINESS:

- a. Community Consultation – Online February 27th and 28th – six members of the public attended; no feedback received to date. Feedback forms can be found on the School District website.
- b. Playground – CMESS, DI Johnson and Brenda Lenahan met with Jim Baron met regarding the construction of the new playground. Accessibility Plan implementation will help solve grant process and funding. DI Johnson reported that they have a mechanism to reach a solution.
- c. AP431 – Recruitment and Selection – Principal/Vice Principal – Amendment to existing to procedure. Change to AP to add the ability to utilize pools of candidates for Principal and Vice Principal hiring. No formal obligation or contract until placement is found. Help solve hiring issues, unforeseen changes and assist in succession planning.

NEW BUSINESS:

- a. Annual Review Feedback – see attached for Board Information. The District appreciates the feedback around a lack of student involvement and feedback in the process.
- b. Preliminary Budget 2024-2025 – The District is well-staffed this year. The District is trending to spending all of the current Budget. The Board of Education has given directions to the Superintendent Secretary Treasurer and Assistant Secretary Treasurer to have a Moderate approach to the Budget creation for the 2024-25. Final budget surplus amounts will not be available until August after the Audit has been completed.
- c. Trustee Rodgers – requested that Mr. Davie from SD70 – Pacific Rim give a presentation to the Board regarding relationships, reconciliation and protocol when communicating with First Nation Communities. It was decided that DI Larre will speak with Tim Davie at the BCSTA AGM in April regarding his availability to do so.

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

- a. **District Update** – GRSS Students in France, and Hawaii. Looking forward to the three day cultural sharing event at Kyuquot Elementary Secondary School in May .
- b. **Finance Warrant** – thirty five percent of the school year remaining, with thirty five percent of funding unspent. The District is on track with its finances.
- c. **Enrollment Report** – see attached District is currently at 376 students with 325 of them being K-12 students.

TRUSTEE INQUIRIES:

- a. Will there be a decent connection in Zeballos for the upcoming board meeting?. School connection is the best available in Zeballos. DI Johnson will ensure all systems are in place for wifi connections.

PRESS AND PUBLIC INQUIRIES:

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Monday, April 8, 2024, at 5:30pm, at the Zeballos Elementary Secondary School in Zeballos. The public is invited to attend. Any requests for agenda additions should go to egjesdal@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at sd84.bc.ca/about-sd84/board-meetings/.

ADJOURNMENT:

At 6:43 pm

2024:R-17 MOVED: Trustee HANSON , SECONDED: Trustee STIGLITZ
AND RESOLVED:
"TO adjourn."



Vancouver Island Trustees' Association

School District No. 71 (Comox Valley)
607 Cumberland Road, Courtenay
BC, V9N 7G5

March 21, 2024

Dear: Carolyn Brody, BCSTA President
BCSTA Board of Directors
Susanne Hoffman, BCSTA CEO

Re: Student Voice

At the recent VISTA branch meeting held on March 9th, 2024, trustees discussed what actions if any has BCSTA taken on the following motion and rationale from the VISTA branch that was passed at the 2022 AGM.

AGM Motion as Adopted Be it Resolved:

THAT BCSTA develop ways to include student voice in the work of the Association with a report of recommendations to the Board of Directors.

Rationale:

Student voice and agency has become very important to decision -making by Boards of Education throughout the province. It is important that student voice and agency is included in the work of the Association. The intent would be to give geographically diverse students-youth a say in their education and their needs specific to their geographical settings.

Student Voice in BCSTA could include:

- establishing a working committee of students who can share their perspectives with BCSTA about issues of importance to students - include students in our professional learning when appropriate, so that trustees can learn about programs and initiatives which are important to students - inviting students to participate in BCSTA working groups and ad hoc committees when appropriate (for example BCSTA's Student Mental Health working group)

After some discussion the VISTA branch passed the following motion:

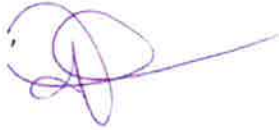
"THAT VISTA President and Trustee Joe Thorne write a letter to the BCSTA Board of Directors to re-integrate and clarify the intent and rationale for students to have a voice in the work of BCSTA"

As Trustee Joe Thorne states: "The purpose for student voice is to give students the opportunity to share with BCSTA and the province their perspectives on what's working, what they like, as well as what they don't agree with and what is not working. Also, to give students from isolated

and rural communities - especially Indigenous students a say as they often ask are you listening? This is why we must have a student voice.”

We are looking to hear back from the BCSTA Board of Directors on what actions and plans are in place for including student voice in the work of the association, the development of a student working group, any other ways to support and include student voice, and a timeline for implementing those actions and plans, as outlined in the motion and rationale passed at the 2022 AGM.

Sincerely,

A handwritten signature in purple ink, consisting of several loops and a long horizontal stroke extending to the right.

Janice Caton
President, VISTA



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 84 (Vancouver Island West)

Capital Plan Bylaw No. 2024/25-CPSD84-01

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

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

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

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

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

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

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kyuquot Elementary Secondary	SEP - Exterior Wall Systems Upgrades	\$795,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Captain Meares Elem-Secondary, Gold River Secondary, Kyuquot Elementary Secondary, Ray Watkins Elementary, Zeballos Elem-Secondary	CNCP - HVAC Upgrades	\$175,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Captain Meares Elem-Secondary, Gold River Secondary, Kyuquot Secondary, Ray Watkins Secondary, Zeballos Elem-Secondary	FIP - Kitchen Equipment and Upgrade	\$34,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry’s Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry’s

Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

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

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

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

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

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

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

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

**CAPITAL BYLAW NO. 2024/25-CPSD84-01
CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 84 (*Vancouver Island West*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 15, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *Vancouver Island West Capital Bylaw No. 2024/25-CPSD84-01*

READ A FIRST TIME THE *8th DAY OF April 2024*;
READ A SECOND TIME THE *8th DAY OF April 2024*;
READ A THIRD TIME, PASSED THE *8th DAY OF April 2024*;

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *Vancouver Island West Capital Bylaw No. 2024/25-CPSD84-01* adopted by the Board the *8th day of April 2024*.

Secretary-Treasurer

EXTRA and CO-CURRICULAR ACTIVITIES

Extra-curricular and co-curricular activities are an integral part of school programs. These field trips include visits to off-campus sites, outdoor pursuits, athletic and music performances, and other excursions. These activities are a logical extension of classroom activities and an integral part of the school program. Therefore, the School District encourages student extra-curricular and co-curricular activities as long as all such activities have demonstrable educational value, proper advance preparation, informed parental consent, appropriate supervision, and a high standard of care.

The following procedure provides teachers and administrators with:

1. a set of guidelines and protocols to ensure that field trips are safely carried out;
2. an orderly procedure for field trip approvals;
3. definitions and expectations for various types of field trips;
4. communication links between parents, teachers and School Principals;
5. a clear set of responsibilities and expectations of the students, parents, teachers, field trip supervisors, and school administration for specific types of field trips. This includes the nature of the activities, risks involved, and the level of supervision.

Procedure

1. School staff members who wish to organize and lead student excursions (field trips) away from school property must inform the School Principal. Upon being informed, the School Principal may designate a "supervisor" to assume overall responsibility for the organization and leadership of the field trip. The supervisor will normally be the classroom teacher, coach, or activity sponsor; in any event, the supervisor must be a School District employee. If the School Principal does not designate someone else as the supervisor, then the School Principal will be the supervisor.
2. The School Principal shall ensure that the supervisor has notified parents/guardians as to the details of the field trip and has received documented approval for each child's participation.

Notification to parents/guardians shall include the following information:

- class(es) or group(s) involved (including grade level(s))
- purpose and objectives of the trip, including curricular learning outcomes where relevant
- teacher's name and supervision arrangements (eg. ratio or number of supervisors anticipated)
- key activity(ies) involved
- potential known risks
- the existence of a safety plan
- the existence of an emergency plan in the event of injury, illness or other problem
- the school will secure emergency transport to medical services in the event that the student is injured and the parents/guardians will be responsible for any costs associated with such transport
- student conduct expectations and consequences
- what to bring (eg. types of clothing, water, food)
- financial arrangements (i.e. cost to the student, when fee is due)

- an alternative activity will be provided for students unable to attend the trip;
- school contact name (the supervisor) and number for more information
- transportation/travel arrangements
- destination, including address or nearest locatable centre
- date(s) and times of departure and return
- * If parents/guardians have signed a blanket school permission slip for multiple local low risk day trips, they must still, at the minimum, be notified by the trip supervisor in advance as to the specific date, time of departure, time of return, location and means of transportation for each trip.

3. The number of adult chaperones accompanying each trip shall be determined by the School Principal. All higher care trips (see #8 below) shall have a minimum of two adult chaperones (including the supervisor). Suggested guidelines provided for the supervision of youth groups are:

Grade	Ratio of Adults to Students
Kindergarten/primary students	1:6
Intermediate students	1:8
Secondary students	1:12
Outdoor Leadership Activities	1:8

It is recognized however, that circumstances for each trip vary and the School Principal will determine the appropriate level of adult supervision by considering factors such as:

- the age of the pupils
- the number of pupils with disabilities
- the nature of the trip (skiing vs. instruction in formal setting)
- the duration (partial day, overnight, several days)
- for overnight trips the appropriate level of adult supervision must include
- gender representation

4. All adult chaperones are required to provide a satisfactory Criminal Record Check in accordance with AP 409, *Criminal Review of Employees, Volunteers, Consultants and Contracted Workers*. The supervisor and all chaperones are to remain with the trip for its entire duration and may not relinquish their responsibilities to others.
5. The supervisor must ensure that the transportation of pupils is in accordance with AP 361, *Use of Private Vehicles for Transportation of Students*. Passenger and vehicle loading lists must be available in the school and with the supervisory person.
6. Pupil conduct on the trip is expected to be in compliance with the School District and School Code of Conduct. Chaperones are also bound by the Code of Conduct and as such, shall not consume any alcohol or illegal drugs and will model exemplary behaviour at all times.
7. Field trips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete the appropriate forms following these Regulations.
8. Field trips that, in the opinion of the School Principal, involve higher care activities (including but not limited to alpine downhill skiing/snowboarding, aquatics, archery, artificial wall climbing (indoor or outdoor), bouldering, camping, canoeing, cross country running, cross country skiing, cycling, climbing activities, hiking and backpacking, orienteering, paddle sports, power boating and sailing, rafting rappelling/abseiling, river kayaking, rock climbing, ropes courses/challenge courses, scuba diving, kayaking, skating, snorkelling, snow shoeing, tobogganing/sledding, voyageur canoeing, windsurfing/boardsailing, horse-back riding and ziptrek), as well as all overnight field trips and out-of-province field trips are to be referred to the Superintendent/

Secretary-Treasurer (or designate) for approval a minimum of 14 days prior to the trip departure date. The Superintendent/ Secretary-Treasurer (or designate) will periodically provide a list of these field trips to the Board for information purposes.

9. In trips where a deposit fee is required by an outside agency, the School District will not be responsible for refunding deposits should the trip be cancelled.

The following forms are a part of this procedure:

1. For Local, Low-Risk Day Trips:

- i. Off-site Experience Proposal Form A;
- ii. Off-site Activities Consent of Parent/Guardian and Acknowledgement of Risk Form A (Local, Low-Risk Day Trip).

2. For Higher Care Trips:

- i. Off-site Experience Proposal Form B;
- ii. Detailed Trip Plan Form;
- iii. Off-Site Activities Consent of Parent/Guardian and Acknowledgment of Risk Form B (Higher Care Trip);
- iv. Off-Site Activities Consent of Volunteer and Acknowledgement of Risk (Higher Care Trip).

3. For Overnight Trips Involving No Higher Care Activities:

- i. Off-site Experience Proposal Form C;
- ii. Off-site Activities Consent of Parent/Guardian and Acknowledgement of Risk Form C (Overnight and No Higher Care);
- iii. Off-site Activities Consent of Volunteer and Acknowledgement of Risk Form C (Overnight and No Higher Care).

For a list of known potential risks for common higher care activities, please see attached Appendix A.

APPENDIX A

Known Potential Risks of Common Higher Care Activities

- Alpine (Downhill) Skiing/Snowboarding
- Aquatics
- Archery
- Artificial Wall Climbing (Indoor or Outdoor)
- Bouldering
- Camping
- Canoeing
- Cross Country Running
- Cross Country Skiing
- Cycling
- Climbing Activities
- Hiking and Backpacking
- Horseback Riding
- Initiative Tasks and Trust Activities
- Mountain Biking/BMX
- Orienteering
- Paddlesports
- Powerboats and Sailboats
- Rafting
- Rappelling/Abseiling
- River Kayaking
- Rock Climbing
- Ropes Courses/Challenge Courses
- Sailing
- SCUBA Diving
- Sea Kayaking
- Skating
- Small Wheel Activities
- Snorkelling
- Snowshoeing
- Solos
- Tobogganing/Sledding
- Voyageur Canoeing
- Wide Games
- Windsurfing/Boardsailing

Alpine (Downhill) Skiing/Snowboarding - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree, life tower);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury due to equipment malfunction or entanglement with equipment (e.g. life apparatus);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche if in mountainous terrain (especially if going out of resort area); and,
- Other risks normally associated with participation in the activity and environment.

Aquatics (Swimming, Open Water Swimming, Diving, Synchronized Swimming, Water Parks) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other swimmers) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spiral injury related to diving into shallow water; and,
- Other risks normally associated with participation in the activity and environment.

Archery - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to being struck by an arrow;
- Injuries related to equipment malfunction;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Artificial Wall Climbing (See Climbing Activities)

Bouldering (See Climbing Activities)

Camping - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and,
- Other risks normally associated with participation in the activity and environment.

Canoeing (See Paddlesports)

Climbing Activities (Bouldering, Artificial Wall Climbing, Rock Climbing, Rappelling and Abseiling) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Falling while climbing, rappelling or abseiling;
- Injuries related to slips, trips and falls in the climbing area or enroute to/from it;
- Injuries related to collisions with movable (e.g. other students) or immovable (e.g. wall) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Loss of manual dexterity in hands during cold and wet weather (outdoor venue risk);
- Psychological injury due to anxiety or embarrassment;

-
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
 - Other risks normally associated with participation in the activity and environment;
 - Note: Some of these risks will not or may not be present in indoor climbing wall sites (e.g. hypothermia, allergic reactions).

Cross Country Running - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost;
- Injuries related to slips, trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, strains; acute or overuse injuries/conditions);
- Hypothermia due to insufficient clothing;
- Hyperthermia (e.g. heat exhaustion, heat stroke) due to insufficient hydration, overdressing and/or overexertion in a hot environment;
- Allergic reactions to natural toxins in the environment;
- Suffering an injury while alone on a route/trail; and,
- Other risks normally associated with participation in the activity and environment.

Cross Country Skiing - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche (e.g. if in mountainous backcountry terrain); and,
- Other risks normally associated with participation in the activity and environment.

Cycling Activities (Road Cycling/Mountain Biking/BMX) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling off the bike;
- Injuries related to colliding with another cyclist in the group;
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of cycling skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting);
- Other risks normally associated with participation in the activity and environment.

Hiking/Backpacking - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to trips and falls;
- Foot injuries (e.g. blisters, sprains) or leg/knee injuries;
- With backpacking, injuries related to lifting, carrying or putting down the pack;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and,
- Other risks normally associated with participation in the activity and environment.

Horseback Riding - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;

-
- Becoming lost or separated from the group or the group becoming split up;
 - Injuries related to falling or being thrown off the horse or a horse falling with its rider;
 - Injuries related to colliding with another rider in the group or with a fixed object (e.g. fence);
 - Injuries related to being struck by a vehicle (if riding on/along or crossing roads);
 - Injuries related to being dragged by a horse due to entrapment in a stirrup or rein;
 - Injuries related to a horse kicking, biting or crushing;
 - Injuries related to poorly fitting or improperly adjusted equipment or equipment malfunction;
 - Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
 - Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting); and, other risks normally associated with participation in the activity and environment.

Ice Skating - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. boards);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Initiative Tasks/Trust Activities - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment. Most initiative tasks and trust activities are rather novel and unique, and each will have one or more inherent risks, so a complete listing is not possible.

Mountain Biking/BMX (See Cycling Activities)

Orienteering - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost;
- Injuries related to trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, strains);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment; and,
- Other risks normally associated with participation in the activity and environment.

Paddlesports - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up'
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);

-
- Motion sickness when on large wavy bodies of water (lakes, ocean);
 - Drowning or near drowning; and,
 - Other risks normally associated with participation in the activity and environment.

Powerboats and Sailboats - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Rafting (See Boating)

Rappelling/Abseiling (See Climbing Activities)

River Kayaking (See Paddlesports) - Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Rock Climbing (See Climbing Activities)

Ropes Courses/Challenge Courses - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other students) or immovable (e.g. tree, post) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia due to insufficient clothing;
- Psychological injury due to anxiety or embarrassment;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Sailing (see Powerboats and Sailboats)

SCUBA Diving - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collisions with movable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Weather changes creating adverse conditions;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Panic due to separation from others, water depth, disorientation;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and,
- Other risks normally associated with participation in the activity and environment.

Sea Kayaking (See Paddlesports)

Small Wheel Activities (inline Skating, Skateboarding and Scootering - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. tree);
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting);
- Other risks normally associated with participation in the activity and environment.

Small wheel activities post some challenges to students, especially younger ones, that formal instruction and supervised practice can help address, including:

- Getting used to having a higher centre of gravity while on the apparatus;
- Developing a sense of balance while rolling;
- Developing an accurate estimation of their skills and abilities on the apparatus;
- Improving reaction times and coordination (e.g. ability to manage falls); and,
- Learning to judge speed, pedestrian reactions, traffic, etc.

Snorkelling - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collision with movable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall, underwater rock) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and,

-
- Other risks normally associated with participation in the activity and environment.

Snowshoeing - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Injuries related to being caught in an avalanche (e.g. if in mountainous backcountry terrain);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Solos - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves, and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural or food related substances;
- Psychological injury due to anxiety related to feeling alone/isolated, the dark, wildlife, etc.; and,
- Other risks normally associated with participation in the activity and environment.

Surfing – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls on the board;
- Injuries related to collisions – with movable (e.g. other boarders/boards or one's own board) or immovable (e.g. rock) objects;
- Injuries related to board capsize or falling off of board;
- Injuries related to equipment malfunction (e.g. board breaking) or becoming tangled in apparatus (e.g. tether);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Psychological injury related to anxiety of drifting away from group;
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Tobogganing/Sledding – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls (while on foot);
- Injuries related to falling off the sliding apparatus;
- Injuries related to collisions with movable (e.g. other sliders or sliding equipment) or immovable (e.g. tree, fence) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. toboggan pull rope);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Voyageur Canoeing (See Paddlesports)

Whale Watching – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Wide Games – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to collisions with immovable objects (e.g. trees);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Windsurfing/Boardsailing- Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls on the board;
- Injuries related to collisions – with movable (e.g. other boarders/boards or one's own board) or immovable (e.g. rock) objects;
- Injuries related to board capsize or falling off of board;
- Injuries related to equipment malfunction (e.g. rigging jammed) or becoming tangled in apparatus (e.g. snagging in rigging);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Psychological injury related to anxiety of drifting away from group;
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

ELECTRONIC SURVEILLANCE

The Board of Education recognizes that video surveillance is necessary for the purposes of promoting school safety. Section 74.01 of the School Act, authorizes the use of video surveillance cameras on School District property and school buses for the purposes of enhancing the safety of students, staff, volunteers and the general public, protecting property, and deterring vandalism, violence and destructive acts.

The School District also recognizes the importance of personal privacy in our community, and supports the use of surveillance in a manner that minimizes encroachments upon the privacy of students, staff, volunteers and the general public. Accordingly, the use and operation of video surveillance within the School District will be subject to privacy considerations and applicable statutory limits and requirements.

1. Notice to Students and Parents

If a surveillance camera is to be used within a school facility or on school land, the Board will provide notice of its plans to the applicable Parent Advisory Council. In accordance with and as required under Section 74.01 of the School Act, the Board must obtain the approval of the Parent Advisory Council before proceeding with implementation of the surveillance system, unless the system is temporary for a specific investigative purpose.

The School District will issue a bulletin to advise students and parents that an electronic surveillance system is in place on the School District school buses or premises. On any bus equipped for electronic surveillance students will be advised verbally by the driver. Where cameras are in place on school premises signs must be clearly written and prominently displayed to notify the public of video surveillance.

2. Privacy and Access to Cameras

Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. washrooms, private conference/meeting rooms)

Only supervisory staff shall have access to the surveillance equipment and recordings.

3. Security

- a. Video cameras will be installed only by a designated employee or service provider of the School District. Only designated employees/service providers and the building administrator will have access to the surveillance videos. Only these employees can handle the camera or recorded images.
- b. Only authorized persons will have access to the system's controls and recording equipment, and the Board will limit such access to those of its authorized personnel with a need to exercise such access. Video monitors will not be located in a position that will enable public viewing, and reasonable security measures will be in place to secure surveillance equipment from unauthorized access, loss, theft or tampering.
- c. A log of all instances of access to and use of recording will be maintained.
- d. Recorded images will be stored in a secure location not normally accessible to students and the public, and can only be accessed by authorized personnel.
- e. Recorded images must never be sold, publicly viewed or distributed except as provided under this policy or as permitted under the Freedom of Information and Protection of Privacy Act or other applicable laws.

4. **Viewing of Recordings**

- a. Any parent or legal guardian is entitled to view a recording which includes his or her child/children. Students may view segments of the recording relating to themselves if they are capable of exercising their own access to information rights under the *Freedom of Information and Protection of Privacy Act*. A student, parent or guardian has the right to request an advocate to be present. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or any other ground recognized in the *Freedom of Information and Protection of Privacy Act*.
- b. Viewing will only take place at a designated location on appointment with the appropriate School District representative.
- c. Recordings shall not be shown to anyone other than School District staff, or the parents/guardians of the students involved, or the students themselves. Only School District staff with a direct involvement with the contents of the specific recording shall be permitted to view the recording.

5. **Retention of Recordings**

- a. On buses the recordings shall be overwritten as the hard drive reaches capacity unless they are being retained at the request of the Operations Supervisor, the driver or parent/guardian for documentation related to a specific incident, or for the School District's insurers where an incident raises a prospect of a legal claim against the School District.
- b. The Board reserves the right to use or share video tape for the purposes of investigation into any incident occurring on School District property, in connection with legal claims or the possible violation of laws. Video footage may, where appropriate, be shared with the School District's insurers or legal advisors, or used as evidence in legal proceedings.
- c. Recorded images will be erased within 30 days, unless they are being retained as documentation related to a specific incident, or are being transferred to the Board's insurers or legal advisors.
- d. Recorded images that are retained by the Board after 30 days will only be retained as necessary to fulfill the purposes for which it has been retained, subject to the record retention requirements under the Freedom of Information and Protection of Privacy Act and other applicable laws.

6. **Review**

- a. The Operations Supervisor is responsible for the proper implementation and control of the bus surveillance system and an annual review of the surveillance system to ensure that this administrative procedure is being adhered to.
- b. Each building administrator is responsible for the proper implementation and control of the video surveillance system on their premises.

School District No. 84 (Vancouver Island West)

Operating Budget Report

as of March 31, 2024

	Description	Expenditures	Budget	Balance		% Budget		% Year	
				Remaining	Remaining	Remaining	Remaining		
105	Principals and Vice Principals	1,504,887	2,039,205	534,318		26%		25%	
110	Teachers	1,841,928	2,468,966	627,038		25%		30%	
120	Support Staff	770,254	1,145,016	374,762		33%		30%	
123	Educational Assistants	142,523	271,971	129,448		48%		30%	
130	Other Professionals	673,620	817,735	144,115		18%		25%	
140	Substitutes	158,756	278,683	119,927		43%		30%	
200	Employee Benefits	1,156,682	1,710,921	554,240		32%		28%	
310	Services	438,287	633,610	195,323		31%		30%	
330	Student Transportation	2,349	34,500	36,849		107%		30%	
340	Professional Development & Travel	548,172	567,619	19,447		3%		30%	
360	Rentals & Leases	1,645	-	1,645		0%		30%	
370	Dues and Fees	61,590	42,200	19,390		-46%		30%	
390	Insurance	52,635	39,000	13,635		-35%		30%	
510	Supplies	416,714	691,859	275,145		40%		30%	
540	Utilities	175,762	360,750	184,988		51%		30%	
Total		7,941,107	11,102,035	3,160,928		28%		30%	

District Enrollment - Active Primary Including Fee Paying

April 4, 2024

School	School Name	EL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8425078	Ray Watkins Strongstart	27	0	0	0	0	0	0	0	0	0	0	0	0	0	27
8425079	Zeballos StrongStart Centre	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5
8484000	Continuing Ed SD 84	0	0	0	0	0	0	0	0	0	0	0	0	0	19	19
8484011	Ray Watkins Elem	0	20	18	15	12	7	13	15	26	0	0	0	0	0	126
8484012	Gold River Secondary	0	0	0	0	0	0	0	0	0	23	12	23	22	15	95
8484022	Captain Meares Elementary	0	0	2	0	1	5	1	3	4	1	2	2	1	3	25
8484031	Zeballos Elem-Sec	0	5	6	4	4	3	4	4	4	3	1	0	2	5	45
8484041	Kyuquod Elem-Sec	0	0	7	4	4	2	1	7	5	8	2	5	3	3	51
	Totals	32	25	33	23	21	17	19	29	39	35	17	30	28	45	393