



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
MONDAY, MAY 13, 2024 – 5:30 PM  
KYUQUOT ELEMENTARY SECONDARY SCHOOL, KYUQUOT BC

## AGENDA

1. **CALL TO ORDER**
2. **TERRITORIAL ACKNOWLEDGEMENT**
3. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
  - a. Regular Meeting of April 8, 2023
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
  - a. School Reports
  - b. IEC Report
  - c. BCSTA Reports – see attached
9. **UNFINISHED BUSINESS**
  - a. Preliminary budget
10. **NEW BUSINESS**
  - a. Graduation dates: ZESS – May 30, KESS – June 6, GRSS – June 8, CMES – June 22
  - b. AP 350 Student Conduct
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. June 10, 2024 at 5:30 pm – School Board Office, Gold River
15. **ADJOURNMENT**

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

*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 MONDAY APRIL 8, 2024,  
AT THE ZEBALLOS ELEMENTARY SECONDARY SCHOOL, ZEBALLOS, BC**

**TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)  
Cyndy Rodgers (Zeballos)  
Jenniffer Hanson, Vice-Chairperson (Kyuquot)  
Allison Stiglitz (Tahsis) (Zoom)  
Katie Unger (Gold River) (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 – 2

**CALL TO ORDER:**

Chairperson Fehr called the meeting to order at 5:30 pm, acknowledged and gave thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuu-chah-nulth peoples, Ehattesaht Chinehkint, Nuchatlaht, and Mowachaht/Muchalaht, Ka:yu:k't'h'/Che:k'tles7et'h First Nations.

**APPROVAL OF AGENDA:**

**2024:R-18** MOVED: Trustee Hanson , SECONDED: Trustee Unger  
AND RESOLVED:  
"TO approve the agenda."

**ADOPTION OF MINUTES:**

**2024:R-19** MOVED: Trustee Hanson , SECONDED: Trustee Stiglitz  
AND RESOLVED:  
"TO adopt the minutes of the Regular Board meeting of March 13, 2024."

**BUSINESS ARISING FROM THE MINUTES:**

Nil.

**PUBLIC INQUIRIES AND PRESENTATIONS:**

**Presentation by Adam Barber** – New Things to Notice at ZESS

**Actions for Learning Project** – Building and operating a green house. The intermediate class has started. Jrs. built a prototype for the dome, Srs. selected the material and are building the dome next to our garden in the back field. **Starting a Fence** along the front property. Will hopefully extend to contain our section of the woods running down the side towards the teacherages. Have been meeting with Strategic Resources, Warriors program to learn to do some trail building. Can use the section of trees for the practice trail building. Will be an out door learning space. Houle Electric has complete the **generator install**. No power outage days. Modest **Weight Room** in the Quonset. **Hot Lunch Program** – Partnership with Ehattesaht and Nuuchahtlaht for staffing– Money from Feeding the futures. Lunch Everyday. **Morning Activities** - Continuing with our school morning activates. School wide morning physical activity. This has been taking place right after the morning breakfast program in the gym. The goal is to get students ready for learning by activating large muscle groups. This promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system. Admin and Teachers have taken turns leading the 5 to 10 minute activity in the gym. This has also been a fun way for everyone to start the day.

**Health Fair** – Julie Colburn - Organized a massive Health Fair at ZESS right before Spring Break. Services providers included: dieticians, massage and pedicure, yoga, diabetes information, Eye exams, Brushing and cultural support, Harm reduction, Naloxone and CPR Info, Dental Information, Mindfulness, and many more. **Field Trips** - Hoobiyee – a celebration of the Nisga’a New year in Vancouver. Invite many communities to participate. Also attended by other Nuuchalnat Communities. Planned Field Trips - District Basketball BB Jamboree, Intermediate Swimming Trip to Campbell River, Girls Non-Contact Boxing in Nanaimo, Tli’tsu in Kyuquot in Mid-May. Preparation for Cultural Sharing – May 14-16<sup>th</sup>. Community members Kyle, Celena, with Annie, Chuck, Alyia, coming in to teach singing, drumming, and dance. Maggie worked hard in the school to help prepare gifts and regalia. High School Kayaking in June. Grad, June 14<sup>th</sup> There will be three graduates from grade 12 this year, which is our full complement. Most have applied for post-secondary education.

### **CORRESPONDENCE:**

VISTA – Student voice Survey, completed online with Trustee Fehr and gallery.

### **REPORT OF THE CLOSED MEETING:**

Chairperson Fehr reported that the Board discussed 3 labour.

### **TRUSTEE REPORTS:**

- a. School Reports
  - i. CMESS: School beach clean up in the next week or two, finish with a lunch for volunteers
  - ii. GRSS : Trustee Fehr will be assisting with sewing projects, kids from France are home safe and sound

### **UNFINISHED BUSINESS:**

- a. Preliminary Budget 2024-2025 – working hard on a moderate approach to the budget. No large surplus. Numeracy coordinator position needs to be created. DI Brennan and SST Tarasoff will talk with schools regarding staffing for the 2024-2025 school year.
- b. Regional District Accessibility Committee – Plan passed last week, invitations coming out. Training on what is working, what is challenges. Education and training are topics. Open to everyone. Plans have been approved and DI Brennan will present them to the board.

### **NEW BUSINESS:**

- a. Capital Bylaw – three items in the plan – exterior wall at KESS,- final stage of classroom addition. CNCP HVAC upgrades and small kitchen items for food infrastructure. Thank you to DI Johnson works very hard on getting this together.

Capital Bylaw No. 2024/25 – CPSD84-01

**2024:R-20**      MOVED: Trustee Hanson, SECONDED: Trustee Rodgers  
AND RESOLVED:  
“TO do all three readings in one reading.”

- b. Capital Bylaw No. 2024/25 – CPSD84-01

**2024:R-21**      MOVED: Trustee Stiglitz SECONDED: Trustee Hanson  
AND RESOLVED:  
“To accept the bylaw as read.”

- c. AP250 Amendment – Board information

d. AP542 Amendment – Board information

**SUPERINTENDENT/SECRETARY-TREASURER’S REPORT:**

- a. **District Update** – ZESS update from Principal Barber, GRSS did cultural trip to Hawaii, Annual exchange to France was successful. Group from Seattle Academy – middle school students to enjoy the outdoor program. Travel is a highlight for students. Twelve weeks to year end and graduation for students. Recognize all the hard work being done in the schools. Student Cultural event in Kyuquot with over 300 people upcoming in May.
- b. **Finance Warrant** – AST Gillian Leask – report on operation budget as of March 31, 2024.
- c. **Enrollment Report** – 340 students.

**TRUSTEE INQUIRIES:**

**PRESS AND PUBLIC INQUIRIES:**

**NOTICE OF MEETINGS:**

The next regular meeting of the Board of Education will be held on Monday, May 13, 2024, at 5:30pm, at the Kyuquot Elementary Secondary School in Kyuquot. The public is invited to attend. Any requests for agenda additions should go to [egjesdal@viw.sd84.bc.ca](mailto: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/](http://sd84.bc.ca/about-sd84/board-meetings/).

**ADJOURNMENT:**

At 6:04 : pm

**2024:R-22**      MOVED: Trustee Stiglitz      , SECONDED: Trustee Hanson  
AND RESOLVED:  
“TO adjourn.” .

*Certified Correct:*

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Chairperson

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Superintendent and Secretary Treasurer



# ZESS School Board Presentation

April 8, 2024

# Actions for Learning

## Geodesic Dome Greenhouse



# A Fence in the Woods





A Modest Weight Room



# Hot Lunch Program



# Morning Activity

## Physical Activity SEL Learning Weekly Goals



# Health Fair hosted at ZESS



**HEALTH FAIR @ ZESS**

Community event, open to ALL  
March 14, 2014  
Norfolk Student and Staff Union  
Dine - 5pm  
Lunch and Afternoon - ALL FREE!  
Evening - \$5

**Fun activities (for all ages) and information on health, wellness and how to access services in your area including:**

- Diabetes and early detection
- Tobacco and lung health
- "Diabetes Prevention" - Free Food
- Emergency and Cultural Support
- BC Ambulance Tours
- Health Benefits Info Team
- Reduction Information
- Sexual Assault Services Support
- Infant Development Resources and Activities
- Nutrition and Eye Info
- Mental Health Support
- Medication Dispensing
- Genetic Testing and Prenatal Testing
- Health Research and Public Engagement Team
- Justice Support Worker
- Indigenous Youth Justice Support Worker

**NURTURING YOUR PHYSICAL, MENTAL AND SPIRITUAL HEALTH**

**ORGANIZATIONS/STAFF/STUDENTS:**  
PTC - Physiotherapy  
Purdue - Social, Behavioral, and Health Sciences  
Northwest - Health and Counseling Center  
Trent - The Learning Society  
AND MANY MORE!

**THE UNIVERSITY OF SASKATCHEWAN**

For more information, visit [www.zess.ca](http://www.zess.ca)



# Hoobiye



## **Future Plans**

**Basketball Jamboree**

**Intermediate Swimming Trip**

**Girls Non-Contact Boxing in Nanaimo**

**Kyuquot May 14-16**

**Senior Kayaking**



Grad 2024

June 14th



MakeAGIF.com

# ZESS School Board Presentation

April 8, 2024





# Vancouver Island Trustees' Association

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

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March 21, 2024

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

Re: Student Voice

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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

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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

**School District No. 84 (Vancouver Island West)**  
**Operating Budget Report**  
as of March 31, 2024

| Description                           | Expenditures     | Budget            | Balance          |  | % Budget   |  | % Year     |  |
|---------------------------------------|------------------|-------------------|------------------|--|------------|--|------------|--|
|                                       |                  |                   | 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%        |  |
| <b>Total</b>                          | <b>7,941,107</b> | <b>11,102,035</b> | <b>3,160,928</b> |  | <b>28%</b> |  | <b>30%</b> |  |



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 Elementary 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](mailto: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 1<sup>st</sup>, 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

## **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/



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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.

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## **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.

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### **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 capsizing 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)**

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## **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 collisions 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)**



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### **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.



# BCSTA AGM 2024 – Lead Strong

April 18 – 20, 2024

## Thursday

Power of Human Connection

Riaz Meghji

- Make your small talk bigger
- Listen without distraction
- Put aside your perfect persona
- Be assertively empathetic
- Make people feel famous
- Seen, heard, acknowledged

## Friday

Branch Meeting

- Reports followed by each District reporting on highlights of their area

Minister of Education and Child Care – Rachna Singh

- Spoke about food program, capital funds, and inclusion

Beyond the ABC's – AI, Bots, Code: Preparing the Next Generation for a Changing World

Ramona Pringle

- Change is Inevitable, Growth is Optional
- We don't know what we don't know
- Goal is to teach students why they are using new technology
- Need to use appropriate "prompt" when using AI
- Empowering students to shape the future
- AI can help us be better humans
- AI can reduce busy work and clutter and admin part of a job
- Same "prompts" repeated in AI generate different results
- Need to rethink Plagarism
- Critical reflection of AI output:
  - Why using it?
  - What does it do well?
  - Where does it fall short? E.g. always uses boys that are white
- AI puts inn what it thinks it should – they may be real or not real results
- Teachers can show students the AI limitations, fact checking, bias, etc. catching hallucinations
- Skills students need to acquire:
  - Technological literacy
  - Critical thinking (why, how, when)

Innovation  
Creativity  
Entrepreneurial/maker mindset  
Narrative

- Self-starter and create opportunities

Education Matters: MLA Forum 20224

Sonia Furstenau  
Rachna Singh  
Elenore Sturko

Student Voice – Truths from Zoomers

Students from Musqueam, Squamish, Tsleil-Waututh nations and other urban  
Indigenous youth

Concurrents Round 1

Solving Problems at the Board Table

Accessibility: It is Bigger Than You Think

Governing for Anti-racism, Diversity, Equity, and Inclusion

Leading With Evidence

Jordan Tinney

- Spoke about:
  - Vision
  - Fiduciary
  - Accountability and oversight
  - Community engagement
- Governance vs Operations: Boards can “dance” in the middle
- BCSTA report on “Students Success” – check out to put into Workplan
- Slides of this presentation are on the BCSTA Portal

Indigenous Education

Concurrents Round 2

Board Workplans for Strategic Oversight: Bringing the District Vision to Life at the Board  
Table

Stephanie Higgins and Rick Price

Is not a Board calendar

Workplan done in consultation with the Superintendent

- Governance (oversight key responsibility of Board) is:
  - Evidence-based
  - Strategic
  - Student growth
  - Student achievement
- Workplan helps to maintain focus on oversight and student outcomes
- Creates a predictable systematic process for overseeing strategic plan
- Provides clarity on roles and responsibility
- Improves transparency and public trust
- Allows assessment of Board and staff performances and effectiveness
- Ensures update of Policies
- Strategic Plan is for improving student outcomes (growth)
- Parts of Work Plan
  - Identifies and schedules the necessary for effective governance responsibilities such as Policy reviews and school calendar approval (processes)
  - Performs regular check-in on Strategic Plan progress
  - Includes regular progress reports on the alignment of structures and processes with the Strategic Plan (regular reports from staff)
  - Includes Board work such as:
    - Board orientation and ongoing professional learning
    - Board self-evaluation
    - Superintendent performance review
    - Trustee-in-service on emerging issues
- When and How to Create a Work Plan (SD24 or 23? Example)
  - Collaboration of Superintendent and Board (draft could be made by staff and brought to the Board)
  - Annual but can be different
  - A living document, open to be revised as needed

Inclusion, Legal Implications for Boards of Education

Governing for Anti-racism, Diversity, Equity, and Inclusion

Governance to Enhance Student Outcomes

Creating a More Equitable Education System for First Nations, Metis, and Inuit Students

### **Provincial Council Meeting**

- Approved committee reports
- Approved draft Budget for next year

### **Saturday**

AGM Meeting

- Credentials Committee report
- Legislative Committee report
- Debate of extraordinary motions
- Debate of substantive motions



Report from AGM:

Thursday

- Bargaining - This only occurs at the bargaining table and nowhere else, as people will try to get you to talk about what is happening and what they want to see.
- The collective agreement is not a document on student learning,
- No local, but provincial is coming.

Board Governance in Challenging times- Described all the things we have to deal with and the importance of the board making a motion to give the superintendent extraordinary powers in case of emergency.

### Compassionate Systems Leadership

- Youth development - doing less well - social/emotional development
- Are we using the mental health in schools strategy?
- This is a system for transformation - for creating change.
- Building the foundation for wellness and not based on hierarchy is much kinder.
- Collective capacity to shape changes for the future.
- System change starts with us - how we show up makes a difference. (administration and board members using their cell phones while others are speaking is a common occurrence at our meetings)
- Start meetings with grounding and self-reflection to allow people to settle.
- How can we create a safe space that generates new ideas and change? **The unsafe environment is by design.**

### AI - Beyond the ABCs

- Helping students to navigate the future
- Need conversations on how tech is used. Why is it being used?
- Tech is to help us become better humans
- and pay attention to the way we ask - the prompts
- challenge - make sure students can adapt to the new world and how we shape the new world.
- Trends - addictive, bionic analog, diverse, empathy, enhancing.

Friday:

### Accessibility Act

- Accessibility BC Act K-12 Handout.pdf
- 25% of the population over 15 have been diagnosed.
- Goals to increase meaningful participation in the community.
- Put on agenda to track progress and put it into the strategic plan.

## Inclusion: Legal Implications - Mike Hancock

- What was developed in the 1980s is still part of the collective agreement for class makeup.
- This language still impedes what we are doing with these students today.
- We need to do this differently and more effectively.
- How do we reconcile the beh. of a student and a safe work environment?
- The basic rights of a child are human rights.
- Jeffry Moore vs SD44 - Supreme Court of Canada - the school board is responsible for removing the barrier btw the student and meaningful access to education. This includes feeling safe in the school.
- Duty to provide the safest possible work environment vs the duty to provide meaningful access to education - sometimes, the tension is very high btw the two.
- WorkSafe BC - train employees and inform workers of risk - this is not the same as writing the safety plan.
- It should be about the individual needs of the student and the adults who work with that student.
- **Tips for Temporary Exclusion:**
  - Non-disciplinary approach, i.e. do not punish the child/person for things they can't control, ex. Autism - meltdown is triggered by environment.
  - Only where the program cannot be provided without significant risk of serious self-harm or harm to others.
  - Parents also must accommodate by being proactive in disclosing student circumstances to other students and parents.
  - Not a disciplinary suspension - if removed, what does the support look like at home, as we are also responsible for providing a meaningful education? This is often an area of weakness for school divisions.
  - What is the path back - it must be clearly identified, and timing and preconditions - must be clear and explicit.
  - Move as quickly as possible to help the child return to school - it has to be what the child needs to learn.

## BCSTA AGM 2024

Thursday April 18th- Raiz Meghji

### The five habits of human connection

- Spark real, authentic conversations to make meaningful connections, personally and professionally
- De-escalate conflict and collaborate effectively by leading with assertive empathy
- Earn trust and build inclusive cultures, as you listen without distraction and make your small talk bigger
- Craft and tell compelling stories that will motivate your audience to take action
- Explore the questions that create breakthrough moments in any conversation

Friday April 19th- Romona Pringle

### Beyond the ABC's

A.I, Bots, Code. Preparing the next generation for a changing world

Lisa Zwarn

### Solving problems at the Board Table

- Everyone needs to take responsibility for communication at the board table
- Communicate effectively, invite other perspectives
- Be present, be direct, be concise
- Make meetings meaningful, have better conversations

## Summary of BCSTA Breakout Sessions

### Session 1: “Indigenous Education Belongs to Everyone” w/ Denise Augustine

This session offered opportunities for participants to discuss some of their “top of mind” issues regarding Indigenous education. A central theme of the session was the idea that schools and classrooms that lift up Indigenous learners will benefit all learners. The session involved a great deal of discussion with and amongst participants; some of the topics discussed included:

- Meaningful land acknowledgements
- Bill 40
- Graduation rates for Indigenous students

There was discussion of the changes coming from recent legislation (Bill 40), the differences that result from the shift from First Nations as stakeholders in education to First Nations as rightsholders, and the increased authority and autonomy for Indigenous Education Councils (IECs).

There was also a positive discussion about cultural differences in communication. Examples provided of cultural differences included the Western value of meeting deadlines, having pre-set agendas, and measurable deliverables juxtaposed against many Indigenous peoples’ values of getting it right (not just getting it done). There was also discussion about the importance of “being silent”, and the difference between allowing silence and simply refraining from talking.

### Session 2: “Reflections on Equity” with Joe Heslip, Todd Manuel, and Christy Fennell

This session focused on lessons learned over the past five years from the Equity in Action project. Equity in Action has added cohort of district over the past five years (S.D.84 joined in the 2022-23 school year), until today when all school districts have been included.

School District 59 shared the importance of returning to “scanning” every year, asking the question “What’s going on for our learners?” They shared that every year their school administrative teams engage with local members of the Indigenous Education Council (IEC) to look at school achievement data at the local level.

School District 67 shared a strategy they are using to promote Indigenous language instruction. Every administrative meeting starts with a brief language lesson so that school and district administrators are learning the language, modelling ongoing learning, and hopefully incorporating more and more language into daily operations at the schools.

Key themes from the five years of Equity in Action shared by the Ministry team included:

- The importance of student voice
- Building capacity throughout all levels of the system
- Creating sustaining systems of support
- The role of intervention

## **STUDENT CONDUCT**

1. Students are expected to conduct themselves in a manner which respects and contributes to an environment which is best for the learning and social needs of all students. To that end, students will be expected to support, by word and deed, the student conduct code in the school. At each school, such a student conduct code will be developed and reviewed by students, staff and parents. The student conduct codes will be the standard for student conduct at the school. The Superintendent/Secretary-Treasurer (or designate) will receive and review the student conduct codes developed at each school and can request such student conduct codes to be revised by a resolution of the Board.
2. The Code of Conduct will be published and displayed in the school.
3. The Code of Conduct will: (a) specifically reference and list the prohibited grounds of discrimination set out in Sections 7 and 8 of the Human Rights Code; and, (b) include examples of unacceptable behaviour including, but not limited to bullying, cyberbullying, harassment, intimidation, and threatening or violent behaviours.
4. The Code of Conduct will set guidelines for student conduct codes in any area which affect the learning and social well-being of students, including:
  - student behaviour, in classrooms and other school facilities;
  - social expectations at school sponsored activities;
  - student discipline;
  - exclusions of drugs, alcohol and cigarettes;
  - prohibition of violence and sexual harassment;
  - standards for the use of school facilities;
  - encouragement of conduct which improves the social conditions in each local community; and,
  - ways and means for improving the learning opportunities of students.
5. School codes of conduct will set guidelines that restrict the use of personal digital devices at school for the purposes of student safety and maintaining focused learning environments. These statements will address:
  - a) Restrictions on the use of personal digital devices during instructional hours
  - b) Use of personal digital devices for instructional purposes and digital literacy;
  - c) Use of personal digital devices that is appropriate to the student's age and developmental stage;
  - d) Accessibility and accommodation needs;
  - e) Medical and health needs; and,
  - f) Equity to support learning outcomes.
6. Students who purposefully obstruct the expectations of the established student conduct code can be disciplined. Such discipline may include:
  - professional and peer counselling;
  - parental or guardian involvement;
  - community service; or,
  - suspension or expulsion.

Annual Budget

## **School District No. 84 (Vancouver Island West)**

June 30, 2025

# School District No. 84 (Vancouver Island West)

June 30, 2025

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



## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 84 (VANCOUVER ISLAND WEST) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 84 (Vancouver Island West) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$14,498,443 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

\_\_\_\_\_  
Chairperson of the Board

( Corporate Seal )

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 84 (Vancouver Island West) Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 84 (Vancouver Island West)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

|   | 2025<br>Annual Budget | 2024<br>Annual Budget |
|---|-----------------------|-----------------------|
| <b>Ministry Operating Grant Funded FTE's</b>                  |                       |                       |
| School-Age  | 317,000               | 331,000               |
| Adult   | 1,125                 |                       |
| <b>Total Ministry Operating Grant Funded FTE's</b>            | <b>318,125</b>        | <b>331,000</b>        |
| <b>Revenues</b>   | <b>\$</b>             | <b>\$</b>             |
| Provincial Grants   |                       |                       |
| Ministry of Education and Child Care                          | 8,150,943             | 7,830,416             |
| Tuition   | 200,000               | 146,000               |
| Other Revenue   | 4,728,034             | 4,488,471             |
| Investment Income   | 200,000               | 140,000               |
| Amortization of Deferred Capital Revenue                      | 772,473               | 721,882               |
| <b>Total Revenue</b>  | <b>14,051,450</b>     | <b>13,326,769</b>     |
| <b>Expenses</b>   |                       |                       |
| Instruction   | 10,148,953            | 9,564,235             |
| District Administration                                       | 1,291,957             | 1,229,680             |
| Operations and Maintenance                                    | 2,673,101             | 2,505,976             |
| Transportation and Housing                                    | 384,432               | 356,124               |
| <b>Total Expense</b>  | <b>14,498,443</b>     | <b>13,656,015</b>     |
| <b>Net Revenue (Expense)</b>                                  | <b>(446,993)</b>      | <b>(329,246)</b>      |
| <b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>  | <b>84,361</b>         | <b>42,829</b>         |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(362,632)</b>      | <b>(286,417)</b>      |
| <b>Budgeted Surplus (Deficit), for the year comprised of:</b> |                       |                       |
| Operating Fund Surplus (Deficit)                              |                       |                       |
| Special Purpose Fund Surplus (Deficit)                        |                       |                       |
| Capital Fund Surplus (Deficit)                                | (362,632)             | (286,417)             |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(362,632)</b>      | <b>(286,417)</b>      |

# School District No. 84 (Vancouver Island West)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

|                                       | 2025<br>Annual Budget | 2024<br>Annual Budget |
|---------------------------------------|-----------------------|-----------------------|
| <b>Budget Bylaw Amount</b>            |                       |                       |
| Operating - Total Expense             | 11,060,872            | 10,731,554            |
| Special Purpose Funds - Total Expense | 2,302,466             | 1,916,162             |
| Capital Fund - Total Expense          | 1,135,105             | 1,008,299             |
| <b>Total Budget Bylaw Amount</b>      | <b>14,498,443</b>     | <b>13,656,015</b>     |

## Approved by the Board

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

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Secretary Treasurer

\_\_\_\_\_  
Date Signed

# School District No. 84 (Vancouver Island West)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

|   | 2025<br>Annual Budget | 2024<br>Annual Budget |
|---|-----------------------|-----------------------|
|   | \$                    | \$                    |
| <b>Surplus (Deficit) for the year</b>                     | <b>(446,993)</b>      | <b>(329,246)</b>      |
| <b>Effect of change in Tangible Capital Assets</b>        |                       |                       |
| Acquisition of Tangible Capital Assets                    |                       |                       |
| From Deferred Capital Revenue                             | (1,431,130)           |                       |
| <b>Total Acquisition of Tangible Capital Assets</b>       | <b>(1,431,130)</b>    | -                     |
| Amortization of Tangible Capital Assets                   | 1,135,105             | 1,008,299             |
| <b>Total Effect of change in Tangible Capital Assets</b>  | <b>(296,025)</b>      | <b>1,008,299</b>      |
|   | -                     | -                     |
| <b>(Increase) Decrease in Net Financial Assets (Debt)</b> | <b>(743,018)</b>      | <b>679,053</b>        |

# School District No. 84 (Vancouver Island West)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

|  | 2025<br>Annual Budget | 2024<br>Annual Budget |
|--|-----------------------|-----------------------|
|  | \$                    | \$                    |
| <b>Revenues</b>                                  |                       |                       |
| Provincial Grants                                |                       |                       |
| Ministry of Education and Child Care             | 6,084,477             | 6,084,254             |
| Tuition  | 200,000               | 146,000               |
| Other Revenue                                    | 4,492,034             | 4,318,471             |
| Investment Income                                | 200,000               | 140,000               |
| <b>Total Revenue</b>                             | <b>10,976,511</b>     | <b>10,688,725</b>     |
| <b>Expenses</b>                                  |                       |                       |
| Instruction                                      | 7,975,712             | 7,770,555             |
| District Administration                          | 1,291,957             | 1,229,680             |
| Operations and Maintenance                       | 1,598,400             | 1,570,769             |
| Transportation and Housing                       | 194,803               | 160,550               |
| <b>Total Expense</b>                             | <b>11,060,872</b>     | <b>10,731,554</b>     |
| <b>Net Revenue (Expense)</b>                     | <b>(84,361)</b>       | <b>(42,829)</b>       |
| <b>Budgeted Prior Year Surplus Appropriation</b> | <b>84,361</b>         | <b>42,829</b>         |
| <b>Budgeted Surplus (Deficit), for the year</b>  | <b>-</b>              | <b>-</b>              |

# School District No. 84 (Vancouver Island West)

Schedule 2A

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

|   | 2025<br>Annual Budget | 2024<br>Annual Budget |
|---|-----------------------|-----------------------|
|   | \$                    | \$                    |
| <b>Provincial Grants - Ministry of Education and Child Care</b>       |                       |                       |
| Operating Grant, Ministry of Education and Child Care                 | 10,274,434            | 10,102,713            |
| ISC/LEA Recovery  | (4,316,160)           | (4,223,043)           |
| Other Ministry of Education and Child Care Grants                     |                       |                       |
| Pay Equity  | 55,087                | 55,087                |
| Student Transportation Fund   | 57,593                | 57,593                |
| FSA Scorer Grant  | 4,094                 | 4,094                 |
| Equity Scan Grant   | 3,000                 | 81,381                |
| Anti Racism in Early Care and Learning                                | 6,429                 | 6,429                 |
| <b>Total Provincial Grants - Ministry of Education and Child Care</b> | <b>6,084,477</b>      | <b>6,084,254</b>      |
| <b>Tuition</b>  |                       |                       |
| International and Out of Province Students                            | 200,000               | 146,000               |
| <b>Total Tuition</b>  | <b>200,000</b>        | <b>146,000</b>        |
| <b>Other Revenues</b>   |                       |                       |
| Funding from First Nations  | 4,316,160             | 4,223,043             |
| Miscellaneous   |                       |                       |
| Kyuquot Grant   | 143,874               | 81,385                |
| Art Starts  | 6,000                 | 2,000                 |
| Outdoor Education   |                       | 9,000                 |
| Other   | 20,000                | 3,043                 |
| BMO Rebate  | 6,000                 |                       |
| <b>Total Other Revenue</b>  | <b>4,492,034</b>      | <b>4,318,471</b>      |
| <b>Investment Income</b>  | <b>200,000</b>        | <b>140,000</b>        |
| <b>Total Operating Revenue</b>  | <b>10,976,511</b>     | <b>10,688,725</b>     |

# School District No. 84 (Vancouver Island West)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2025

|                                     | 2025<br>Annual Budget | 2024<br>Annual Budget |
|-------------------------------------|-----------------------|-----------------------|
|                                     | \$                    | \$                    |
| <b>Salaries</b>                     |                       |                       |
| Teachers                            | 2,656,050             | 2,034,531             |
| Principals and Vice Principals      | 1,934,465             | 2,150,330             |
| Educational Assistants              | 332,017               | 514,000               |
| Support Staff                       | 974,905               | 797,817               |
| Other Professionals                 | 820,043               | 764,696               |
| Substitutes                         | 167,595               | 402,899               |
| <b>Total Salaries</b>               | <b>6,885,075</b>      | <b>6,664,273</b>      |
| <b>Employee Benefits</b>            | <b>1,569,178</b>      | <b>1,593,698</b>      |
| <b>Total Salaries and Benefits</b>  | <b>8,454,253</b>      | <b>8,257,971</b>      |
| <b>Services and Supplies</b>        |                       |                       |
| Services                            | 1,058,490             | 676,610               |
| Student Transportation              | 34,500                | 34,500                |
| Professional Development and Travel | 365,703               | 557,114               |
| Dues and Fees                       | 42,200                | 42,200                |
| Insurance                           | 39,000                | 39,000                |
| Supplies                            | 705,976               | 763,409               |
| Utilities                           | 360,750               | 360,750               |
| <b>Total Services and Supplies</b>  | <b>2,606,619</b>      | <b>2,473,583</b>      |
| <b>Total Operating Expense</b>      | <b>11,060,872</b>     | <b>10,731,554</b>     |

# School District No. 84 (Vancouver Island West)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

|   | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries   |
|---|-------------------|---|---------------------------------|------------------------|------------------------------|----------------------|------------------|
|   | \$                | \$                                      | \$                              | \$                     | \$                           | \$                   | \$               |
| <b>1 Instruction</b>                            |                   |   |                                 |                        |                              |                      |                  |
| 1.02 Regular Instruction                        | 2,148,057         | 1,001,207                               |                                 | 33,575                 |                              | 65,595               | 3,248,434        |
| 1.07 Library Services                           | 43,714            |   |                                 | 28,539                 |                              |                      | 72,253           |
| 1.08 Counselling                                | 59,610            |   |                                 |                        |                              |                      | 59,610           |
| 1.10 Inclusive Education                        | 314,468           | 90,479                                  | 332,017                         | 37,672                 |                              | 25,000               | 799,636          |
| 1.30 English Language Learning                  |                   | 54,287                                  |                                 |                        |                              |                      | 54,287           |
| 1.31 Indigenous Education                       | 90,201            |   |                                 |                        |                              |                      | 90,201           |
| 1.41 School Administration                      |                   | 690,204                                 |                                 | 108,315                |                              | 15,000               | 813,519          |
| 1.61 Continuing Education                       |                   | 16,033                                  |                                 |                        |                              |                      | 16,033           |
| 1.62 International and Out of Province Students |                   | 82,255                                  |                                 |                        |                              |                      | 82,255           |
| 1.64 Other                                      |                   |   |                                 | 22,573                 |                              |                      | 22,573           |
| <b>Total Function 1</b>                         | <b>2,656,050</b>  | <b>1,934,465</b>                        | <b>332,017</b>                  | <b>230,674</b>         | <b>-</b>                     | <b>105,595</b>       | <b>5,258,801</b> |
| <b>4 District Administration</b>                |                   |   |                                 |                        |                              |                      |                  |
| 4.11 Educational Administration                 |                   |   |                                 |                        | 255,025                      |                      | 255,025          |
| 4.40 School District Governance                 |                   |   |                                 |                        | 82,338                       |                      | 82,338           |
| 4.41 Business Administration                    |                   |   |                                 | 95,863                 | 392,201                      | 5,000                | 493,064          |
| <b>Total Function 4</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>95,863</b>          | <b>729,564</b>               | <b>5,000</b>         | <b>830,427</b>   |
| <b>5 Operations and Maintenance</b>             |                   |   |                                 |                        |                              |                      |                  |
| 5.41 Operations and Maintenance Administration  |                   |   |                                 |                        | 90,479                       |                      | 90,479           |
| 5.50 Maintenance Operations                     |                   |   |                                 | 574,526                |                              | 50,000               | 624,526          |
| 5.52 Maintenance of Grounds                     |                   |   |                                 |                        |                              |                      | -                |
| 5.56 Utilities                                  |                   |   |                                 |                        |                              |                      | -                |
| <b>Total Function 5</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>574,526</b>         | <b>90,479</b>                | <b>50,000</b>        | <b>715,005</b>   |
| <b>7 Transportation and Housing</b>             |                   |   |                                 |                        |                              |                      |                  |
| 7.70 Student Transportation                     |                   |   |                                 | 73,842                 |                              | 7,000                | 80,842           |
| <b>Total Function 7</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>73,842</b>          | <b>-</b>                     | <b>7,000</b>         | <b>80,842</b>    |
| <b>9 Debt Services</b>                          |                   |   |                                 |                        |                              |                      |                  |
| <b>Total Function 9</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>-</b>               | <b>-</b>                     | <b>-</b>             | <b>-</b>         |
| <b>Total Functions 1 - 9</b>                    | <b>2,656,050</b>  | <b>1,934,465</b>                        | <b>332,017</b>                  | <b>974,905</b>         | <b>820,043</b>               | <b>167,595</b>       | <b>6,885,075</b> |



# School District No. 84 (Vancouver Island West)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2025

|   | Total Salaries   | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2025 Annual Budget | 2024 Annual Budget |
|---|------------------|-------------------|-----------------------------|-----------------------|--------------------|--------------------|
|   | \$               | \$                | \$                          | \$                    | \$                 | \$                 |
| <b>1 Instruction</b>                            |                  |                   |                             |                       |                    |                    |
| 1.02 Regular Instruction                        | 3,248,434        | 736,129           | 3,984,563                   | 697,316               | 4,681,879          | 4,489,562          |
| 1.07 Library Services                           | 72,253           | 16,311            | 88,564                      | 1,500                 | 90,064             | 166,897            |
| 1.08 Counselling                                | 59,610           | 12,513            | 72,123                      |                       | 72,123             | 56,503             |
| 1.10 Inclusive Education                        | 799,636          | 179,286           | 978,922                     | 301,000               | 1,279,922          | 1,343,370          |
| 1.30 English Language Learning                  | 54,287           | 11,400            | 65,687                      |                       | 65,687             | 64,400             |
| 1.31 Indigenous Education                       | 90,201           | 18,801            | 109,002                     | 298,880               | 407,882            | 341,159            |
| 1.41 School Administration                      | 813,519          | 209,391           | 1,022,910                   | 102,100               | 1,125,010          | 1,150,141          |
| 1.61 Continuing Education                       | 16,033           | 3,367             | 19,400                      | 10,000                | 29,400             | 28,523             |
| 1.62 International and Out of Province Students | 82,255           | 17,274            | 99,529                      | 90,000                | 189,529            | 90,000             |
| 1.64 Other                                      | 22,573           | 5,643             | 28,216                      | 6,000                 | 34,216             | 40,000             |
| <b>Total Function 1</b>                         | <b>5,258,801</b> | <b>1,210,115</b>  | <b>6,468,916</b>            | <b>1,506,796</b>      | <b>7,975,712</b>   | <b>7,770,555</b>   |
| <b>4 District Administration</b>                |                  |                   |                             |                       |                    |                    |
| 4.11 Educational Administration                 | 255,025          | 58,555            | 313,580                     | 53,700                | 367,280            | 357,802            |
| 4.40 School District Governance                 | 82,338           | 6,587             | 88,925                      | 39,600                | 128,525            | 125,935            |
| 4.41 Business Administration                    | 493,064          | 110,328           | 603,392                     | 192,760               | 796,152            | 745,943            |
| <b>Total Function 4</b>                         | <b>830,427</b>   | <b>175,470</b>    | <b>1,005,897</b>            | <b>286,060</b>        | <b>1,291,957</b>   | <b>1,229,680</b>   |
| <b>5 Operations and Maintenance</b>             |                  |                   |                             |                       |                    |                    |
| 5.41 Operations and Maintenance Administration  | 90,479           | 21,001            | 111,480                     | 60,400                | 171,880            | 168,698            |
| 5.50 Maintenance Operations                     | 624,526          | 144,131           | 768,657                     | 286,913               | 1,055,570          | 1,031,121          |
| 5.52 Maintenance of Grounds                     | -                | -                 | -                           | 10,200                | 10,200             | 10,200             |
| 5.56 Utilities                                  | -                | -                 | -                           | 360,750               | 360,750            | 360,750            |
| <b>Total Function 5</b>                         | <b>715,005</b>   | <b>165,132</b>    | <b>880,137</b>              | <b>718,263</b>        | <b>1,598,400</b>   | <b>1,570,769</b>   |
| <b>7 Transportation and Housing</b>             |                  |                   |                             |                       |                    |                    |
| 7.70 Student Transportation                     | 80,842           | 18,461            | 99,303                      | 95,500                | 194,803            | 160,550            |
| <b>Total Function 7</b>                         | <b>80,842</b>    | <b>18,461</b>     | <b>99,303</b>               | <b>95,500</b>         | <b>194,803</b>     | <b>160,550</b>     |
| <b>9 Debt Services</b>                          |                  |                   |                             |                       |                    |                    |
| <b>Total Function 9</b>                         | <b>-</b>         | <b>-</b>          | <b>-</b>                    | <b>-</b>              | <b>-</b>           | <b>-</b>           |
| <b>Total Functions 1 - 9</b>                    | <b>6,885,075</b> | <b>1,569,178</b>  | <b>8,454,253</b>            | <b>2,606,619</b>      | <b>11,060,872</b>  | <b>10,731,554</b>  |

**School District No. 84 (Vancouver Island West)**

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

|   | <b>2025</b>          | <b>2024</b>          |
|---|----------------------|----------------------|
|   | <b>Annual Budget</b> | <b>Annual Budget</b> |
|   | \$                   | \$                   |
| <b>Revenues</b>                                 |                      |                      |
| Provincial Grants                               |                      |                      |
| Ministry of Education and Child Care            | 2,066,466            | 1,746,162            |
| Other Revenue                                   | 236,000              | 170,000              |
| <b>Total Revenue</b>                            | <b>2,302,466</b>     | <b>1,916,162</b>     |
| <b>Expenses</b>                                 |                      |                      |
| Instruction                                     | 2,173,241            | 1,793,680            |
| Operations and Maintenance                      | 79,225               | 72,482               |
| Transportation and Housing                      | 50,000               | 50,000               |
| <b>Total Expense</b>                            | <b>2,302,466</b>     | <b>1,916,162</b>     |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>-</b>             | <b>-</b>             |

# School District No. 84 (Vancouver Island West)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

|  | Annual Facility Grant | Learning Improvement Fund | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP  | CommunityLINK | Classroom Enhancement Fund - Overhead | Classroom Enhancement Fund - Staffing |
|--|-----------------------|---------------------------|------------------------|--------------|-------------------|-------|---------------|---------------------------------------|---------------------------------------|
|  | \$                    | \$                        | \$                     | \$           | \$                | \$    | \$            | \$                                    | \$                                    |
| <b>Deferred Revenue, beginning of year</b>               |                       |                           | 191,513                |              |                   |       |               |                                       |                                       |
| <b>Add:</b> Restricted Grants                            |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Provincial Grants - Ministry of Education and Child Care | 79,225                | 36,379                    | 120,000                | 32,000       | 9,800             | 5,416 | 147,044       | 236,748                               | 925,406                               |
| Other  | 79,225                | 36,379                    | 120,000                | 32,000       | 9,800             | 5,416 | 147,044       | 236,748                               | 925,406                               |
| <b>Less: Allocated to Revenue</b>                        |                       |                           |                        |              |                   |       |               |                                       |                                       |
| <b>Deferred Revenue, end of year</b>                     |                       |                           | 191,513                |              |                   |       |               |                                       |                                       |
| <b>Revenues</b>  |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Provincial Grants - Ministry of Education and Child Care | 79,225                | 36,379                    | 120,000                | 32,000       | 9,800             | 5,416 | 147,044       | 236,748                               | 925,406                               |
| Other Revenue  | 79,225                | 36,379                    | 120,000                | 32,000       | 9,800             | 5,416 | 147,044       | 236,748                               | 925,406                               |
| <b>Expenses</b>  |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Salaries   |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Teachers   |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Educational Assistants                                   |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Support Staff  | 50,000                | 29,103                    |                        | 25,600       |                   | 5,416 | 92,725        | 77,479                                | 755,101                               |
| Other Professionals                                      |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Substitutes  |                       |                           |                        |              |                   |       |               |                                       |                                       |
| Employee Benefits  | 50,000                | 29,103                    |                        | 25,600       |                   | 5,416 | 92,725        | 86,088                                | 13,653                                |
| Services and Supplies                                    | 12,000                | 7,276                     |                        | 6,400        |                   |       | 23,181        | 50,577                                | 156,652                               |
|  | 17,225                |                           | 120,000                |              | 9,800             |       | 31,138        | 22,604                                |                                       |
|  | 79,225                | 36,379                    | 120,000                | 32,000       | 9,800             | 5,416 | 147,044       | 236,748                               | 925,406                               |
| <b>Net Revenue (Expense)</b>                             |                       |                           |                        |              |                   |       |               |                                       |                                       |

**School District No. 84 (Vancouver Island West)**

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

|  | First Nation<br>Student<br>Transportation | Mental<br>Health<br>in Schools | ECL<br>Early Care<br>& Learning | Feeding<br>Futures<br>Fund | District<br>Housing | CUPE<br>Pro-D | TOTAL     |
|--|---|--------------------------------|---------------------------------|----------------------------|---------------------|---------------|-----------|
|  | \$  | \$                             | \$                              | \$                         | \$                  | \$            | \$        |
| <b>Deferred Revenue, beginning of year</b>               |   |                                |                                 |                            |                     |               | 191,513   |
| <b>Add:</b> Restricted Grants                            |   |                                |                                 |                            |                     |               |           |
| Provincial Grants - Ministry of Education and Child Care | 12,448                                    | 57,000                         | 175,000                         | 350,000                    |                     |               | 2,066,466 |
| Other  | 12,448                                    | 57,000                         | 175,000                         | 350,000                    | 50,000              | 66,000        | 236,000   |
|  |   |                                |                                 |                            |                     |               | 2,302,466 |
| <b>Less: Allocated to Revenue</b>                        | 12,448                                    | 57,000                         | 175,000                         | 350,000                    | 50,000              | 66,000        | 2,302,466 |
| <b>Deferred Revenue, end of year</b>                     | -   | -                              | -                               | -                          | -                   | -             | 191,513   |
| <b>Revenues</b>  |   |                                |                                 |                            |                     |               |           |
| Provincial Grants - Ministry of Education and Child Care | 12,448                                    | 57,000                         | 175,000                         | 350,000                    | 50,000              | 66,000        | 2,066,466 |
| Other Revenue  | 12,448                                    | 57,000                         | 175,000                         | 350,000                    | 50,000              | 66,000        | 236,000   |
|  |   |                                |                                 |                            |                     |               | 2,302,466 |
| <b>Expenses</b>  |   |                                |                                 |                            |                     |               |           |
| Salaries   |   |                                |                                 |                            |                     |               |           |
| Teachers   |   |                                |                                 |                            |                     |               | 760,517   |
| Educational Assistants                                   |   |                                |                                 |                            |                     |               | 92,725    |
| Support Staff  |   |                                |                                 | 60,663                     | 15,000              |               | 257,845   |
| Other Professionals                                      |   |                                | 77,457                          |                            |                     |               | 77,457    |
| Substitutes  |   |                                | 77,457                          | 60,663                     | 15,000              |               | 99,741    |
|  |   |                                |                                 |                            |                     |               | 1,288,285 |
| Employee Benefits  |   |                                | 16,265                          | 15,166                     | 3,000               |               | 290,517   |
| Services and Supplies                                    | 12,448                                    | 57,000                         | 81,278                          | 274,171                    | 32,000              | 66,000        | 723,664   |
|  | 12,448                                    | 57,000                         | 175,000                         | 350,000                    | 50,000              | 66,000        | 2,302,466 |
|  | -   | -                              | -                               | -                          | -                   | -             | -         |
| <b>Net Revenue (Expense)</b>                             |   |                                |                                 |                            |                     |               |           |

# School District No. 84 (Vancouver Island West)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

|   | 2025 Annual Budget                     |                  |                  | 2024<br>Annual Budget |
|---|--|------------------|------------------|-----------------------|
|   | Invested in Tangible<br>Capital Assets | Local<br>Capital | Fund<br>Balance  |                       |
|   | \$                                     | \$               | \$               | \$                    |
| <b>Revenues</b>                                 |  |                  |                  |                       |
| Amortization of Deferred Capital Revenue        | 772,473                                |                  | 772,473          | 721,882               |
| <b>Total Revenue</b>                            | <b>772,473</b>                         | <b>-</b>         | <b>772,473</b>   | <b>721,882</b>        |
| <b>Expenses</b>                                 |  |                  |                  |                       |
| Amortization of Tangible Capital Assets         |  |                  |                  |                       |
| Operations and Maintenance                      | 995,476                                |                  | 995,476          | 862,725               |
| Transportation and Housing                      | 139,629                                |                  | 139,629          | 145,574               |
| <b>Total Expense</b>                            | <b>1,135,105</b>                       | <b>-</b>         | <b>1,135,105</b> | <b>1,008,299</b>      |
| <b>Net Revenue (Expense)</b>                    | <b>(362,632)</b>                       | <b>-</b>         | <b>(362,632)</b> | <b>(286,417)</b>      |
| <b>Net Transfers (to) from other funds</b>      |  |                  |                  |                       |
| <b>Total Net Transfers</b>                      | <b>-</b>                               | <b>-</b>         | <b>-</b>         | <b>-</b>              |
| <b>Other Adjustments to Fund Balances</b>       |  |                  |                  |                       |
| <b>Total Other Adjustments to Fund Balances</b> | <b>-</b>                               | <b>-</b>         | <b>-</b>         |                       |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>(362,632)</b>                       | <b>-</b>         | <b>(362,632)</b> | <b>(286,417)</b>      |

## School District No. 84 (Vancouver Island West)

### Operating Budget Report

as of April 30, 2024

|     | Description                       | Expenditures     | Budget            | Balance Remaining | % Budget Remaining | % Year Remaining |
|-----|-----------------------------------|------------------|-------------------|-------------------|--------------------|------------------|
| 105 | Principals and Vice Principals    | 1,663,745        | 2,039,205         | 375,460           | 18%                | 17%              |
| 110 | Teachers                          | 2,093,472        | 2,468,966         | 375,494           | 15%                | 20%              |
| 120 | Support Staff                     | 853,725          | 1,145,016         | 291,291           | 25%                | 18%              |
| 123 | Educational Assistants            | 161,261          | 271,971           | 110,710           | 41%                | 20%              |
| 130 | Other Professionals               | 737,922          | 817,735           | 79,813            | 10%                | 17%              |
| 140 | Substitutes                       | 169,507          | 278,683           | 109,176           | 39%                | 20%              |
| 200 | Employee Benefits                 | 1,304,791        | 1,710,921         | 406,131           | 24%                | 18%              |
| 310 | Services                          | 516,624          | 633,610           | 116,986           | 18%                | 20%              |
| 330 | Student Transportation            | 749              | 34,500            | 33,751            | 98%                | 20%              |
| 340 | Professional Development & Travel | 662,338          | 567,619           | 94,719            | -17%               | 20%              |
| 360 | Rentals & Leases                  | 1,645            | -                 | 1,645             | 0%                 | 20%              |
| 370 | Dues and Fees                     | 64,620           | 42,200            | 22,420            | -53%               | 20%              |
| 390 | Insurance                         | 52,635           | 39,000            | 13,635            | -35%               | 20%              |
| 510 | Supplies                          | 518,616          | 691,859           | 173,243           | 25%                | 20%              |
| 540 | Utilities                         | 230,790          | 360,750           | 129,960           | 36%                | 20%              |
|     | <b>Total</b>                      | <b>9,032,439</b> | <b>11,102,035</b> | <b>2,069,596</b>  | <b>19%</b>         | <b>20%</b>       |

District Enrollment - Active Primary Including Fee Paying

| 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  | 0  | 19    |
| 8484011 | Ray Watkins Elem            | 0  | 20 | 19 | 15 | 12 | 7  | 13 | 15 | 25 | 0  | 0  | 0  | 0  | 0  | 126   |
| 8484012 | Gold River Secondary        | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 23 | 13 | 23 | 22 | 15 | 96    |
| 8484022 | Captain Meares Elementary   | 0  | 0  | 2  | 0  | 1  | 5  | 1  | 3  | 4  | 1  | 2  | 2  | 2  | 3  | 26    |
| 8484031 | Zeballos Elem-Sec           | 0  | 5  | 6  | 4  | 4  | 3  | 4  | 4  | 4  | 3  | 1  | 0  | 2  | 5  | 45    |
| 8484041 | Kyuquot Elem-Sec            | 0  | 0  | 6  | 4  | 4  | 2  | 1  | 7  | 5  | 8  | 3  | 5  | 3  | 3  | 51    |
| Totals  |                             | 32 | 25 | 33 | 23 | 21 | 17 | 19 | 29 | 38 | 35 | 19 | 30 | 29 | 45 | 395   |