



REGULAR BOARD MEETING AGENDA

TUESDAY, NOVEMBER 22, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

2. **CALL TO ORDER AND INTRODUCTIONS**

3. **ADOPTION OF THE AGENDA**

Recommendation:

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

4. **APPROVAL OF THE CONSENT AGENDA**

- | | | |
|----|---|---------|
| a. | Adoption of Regular Board Meeting Minutes: October 25, 2016 | p 1-10 |
| b. | Ratification of In Camera Meeting Minutes: October 18, 2016 | p 11 |
| c. | Approval in Principle for a Kwalikum Secondary School Student Field Trip to Calgary and Edmonton, Alberta from May 15 to 21, 2017 | p 12-14 |
| d. | Approval in Principle for an International Student Trip to the East Coast (Ottawa, Montreal, Toronto and New York) from March 12-23, 2017 | p 15-24 |
| d. | Approval in Principle for a Ballenas Secondary Student Trip to Japan during Spring Break 2018 | p 25-28 |
| e. | Final Approval for a Ballenas Secondary School Student Field Trip to the UK and France from April 1-17, 2017 | p 29-30 |
| f. | Final Approval for a Kwalikum Secondary School Student Field Trip to Moscow, Idaho from February 2 to 26, 2017 | p 31-33 |
| g. | Ministry of Education News Releases | |
| | • BC government invests \$15 million for trades equipment in schools | p 34-35 |
| | • WE Day students celebrate global acts of kindness | p 36 |
| | • Qualicum schools get funding for new flooring | p 37-38 |
| | • Statement on Supreme Court of Canada's ruling | p 39 |
| | • BC continues as top choice for international students | p 40-42 |
| h. | Reports from Board Representatives to Outside Organizations | |
| | • Oceanside Building Learning Together Coalition - <i>Trustee Young</i> | p 43-44 |
| | • Partner Liaison Meeting with Minister of Education - <i>Trustee Flynn</i> | p 45 |
| | • BCSTA BC Board Chairs Meeting - <i>Trustee Flynn</i> | p 46 |
| | • BCSTA Provincial Council - <i>Trustee Flynn</i> | p 47 |
| i. | Status of Action Items - November 2016 | p 48 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 22, 2016, as presented (*or, as amended*).

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5. **DELEGATIONS/PRESENTATIONS (10 MINUTES)**
 - a. **Summary of Supreme Court of Canada Ruling Implications** (Rollie Koop)

 6. **BUSINESS ARISING FROM THE MINUTES**
None

 7. **TRUSTEE HIGHLIGHTS**

 8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

 9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

 10. **DISTRICT PARENTS ADVISORY COUNCIL**

 11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD** (10 MINUTES)

 12. **ACTION ITEMS**
 - a. **Statement of Financial Information (SOFI) Report** (Ryan Hung) p 49-65
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2016.

 13. **INFORMATION ITEMS**
 - a. **Educational Programs Update** (Gillian Wilson)
 - b. **Education Planning Update** (Rollie Koop)

 14. **CORRESPONDENCE ATTACHED**
 - Letter to, and response from, Teresa Rezanoff, BCSTA President p 66-70
 - Response from Minister of Education re: Foundation Skills Assessment p 71

 15. **POLICY/ADMINISTRATIVE PROCEDURE** (Chair Flynn)
 - a. **Board Policy 7000: Safe, Caring and Inclusive School Communities** p 72-81
Recommendations:
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.

THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.

- b. Board Policy 7001: *Student Discipline*** p 82-84
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7001: *Student Discipline* and its attendance Administrative Procedure, at its Regular Board Meeting of November 22, 2016.
- c. Board Policy 7165: *Substance Use (Students)*** p 85-87
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7165: *Substance Use (Students)* and its attendance Administrative Procedure, at its Regular Board Meeting of November 22, 2016.
- d. Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment (Previously Titled: Use of Scented Products)*** p 88-92
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.
- e. Board Policy 7140: *Reporting of Child Abuse and Neglect*** p 93-98
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7140: *Reporting of Child Abuse and Neglect* and its attendance Administrative Procedure, at its Regular Board Meeting of November 22, 2016.
- f. Administrative Procedure – Copyright** p 99
(previously Board Policy 5085)
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Copyright*, at its Regular Board Meeting of November 22, 2016.
- g. Administrative Procedure – Fundraising in Schools** p 100
(previously Board Policy 5040)
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Fundraising in Schools*, at its Regular Board Meeting of November 22, 2016.
- h. Administrative Procedure – Animals in Schools** p 101
(previously Board Policy 5060)
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Animals in Schools*, at its Regular Board Meeting of November 22, 2016.

i. **Administrative Procedure – Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction** p 102
(previously Board Policy 5095)

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the *Administrative Procedure - Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction*, at its Regular Board Meeting of November 22, 2016.

16. **TRUSTEE ITEMS**

a. **Letter to Minister Bernier Requesting a By-Election for the Vancouver School District** (Trustee Austin)

Recommendation:

THAT the Board Chair, on behalf of the Board of Education of School District No. 69 (Qualicum), write a letter to the Minister of Education requesting that a by-election be held for trustees of the Vancouver School District, as well as any other district currently sitting without a democratically elected Board of Education.

b. **Letter to Premier Clark and Minister Bernier** (Trustee Austin)

Rational:

At the BC Liberal Convention held earlier this month, a resolution put forward by Prince George-Valemount and Prince George-Mackenzie sought, "An increase in emphasis on core literacy and numeracy skills in the K-12 system; immediate ending of the practice of passing students to the next grade when they do not have the foundations of their current grade sufficiently grasped; and the return to issuing letter grades at every level in every course to ensure a clear assessment of relative progress at each step." This resolution was passed.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) write a letter to Premier Clark and Minister Bernier seeking clarification and ramifications to public education of this motion and how this motion seems to contradict present educational direction set by this government.

c. **Christmas Oranges** (Chair Flynn)

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the purchase and delivery by Trustees of 'Christmas oranges' to staff at all District work sites.

17. **NEW OR UNFINISHED BUSINESS**

18. **PUBLIC QUESTION PERIOD**

19. **ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, October 25, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

Eve Flynn	Chairperson
Jacob Gair	Vice Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent
Ryan Hung	Assistant Secretary Treasurer
Chris Dempster	General Manager of Operations
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

Mount Arrowsmith Teachers' Association (MATA)
 Qualicum District Principals/Vice Principals' Association (QDPVPA)
 District Parents Advisory Council (DPAC)

1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:04 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Nanoose and Qualicum First Nations for sharing their shared territories with the District.

3. ADOPTION OF THE AGENDA

A Notice of Motion was added under Trustee Items

16-103R

Moved Trustee Young *Seconded* Trustee Gair

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Adoption of Regular Board Meeting Minutes: September 27, 2016
- b. Ratification of In Camera Meeting Minutes: September 20, 2016
- c. Ratification of Special In Camera Meeting I Minutes: September 12, 2016
- d. Ratification of Special In Camera Meeting II Minutes: September 12, 2016
- e. Approval in principle for Kwalikum Secondary School Student Field Trip to Moscow, Idaho from February 22 to 26, 2017.
- f. Final approval for a Ballenas Secondary Student Field Trip to New York from March 12 to 17, 2017.
- g. Ministry of Education News Releases
 - BC gaming grants benefit parents and students
 - BC leads Canada, extends support for youth aging out of care
 - Students to become BC's Masters of Disaster
 - It's October: Happy Library Month!
 - Education Minister's Statement on World Teachers' Day
 - Parents asked to share thoughts on progress reporting for their children
 - Province invests to eliminate student transportation fees for Qualicum families
- h. Reports from Board Representatives to District & External Committees
 - Curriculum Implementation Advisory Committee – Trustee Young
 - Indigenous Education Advisory Committee – Trustee Young
 - Building Learning Together Coalition – Trustee Young
 - BCPSEA Symposium – Trustee Flynn
- i. Status of Action Items - October 2016

16-104R

Moved Trustee Gair *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 25, 2016, as presented.
CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS**a. Indigenous Education Program**

Rosie McLeod-Shannon, District Principal of Indigenous Education Program, provided the Board with an overview of the work being done to support the following five priorities identified in the Indigenous, Metis and Inuit Education Enhancement Agreement:

- To support the transition of students between grades 10 to 12.
- To improve the numeracy achievement of Indigenous, Metis and Inuit students at all levels.
- To improve the Hul'q'umi'num language skills and knowledge of students in School District 69 (Qualicum).
- To increase an understanding and awareness of Indigenous pedagogy among all students and staff in School District 69.
- To improve attendance of students by continuing to explore flexible learning environments.

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS

Trustee Austin

- Attended the Springwood Elementary School Fall Carnival and assisted with ticket sales. The event was well-attended and great fun.
- Announced that the Tribune Bay Outdoor Education Center Society was holding its Annual General Meeting on Tuesday, November 15th at the Comox Valley School Board Office at 10:00 a.m. Members of staff and the public are welcome and encouraged to attend as the Society is always seeking new members.
- Acknowledged the Regional District of Nanaimo's (RDN) recreation and culture programs offered to students over the summer and non-instructional days. Having that option for their children also supports working parents.
- Reported that the Recreation Commission was acknowledged by RDN staff for its positive working relationship with the School District and the RDN will be using that relationship as a model in order to foster the same type of positive working relationship with other organizations that work closely with the RDN.

Trustee Young

- Also attended the Springwood Elementary School Fall Carnival and assisted Trustee Austin with ticket sales.
- Expressed her appreciation for the senior management staff following feedback from teachers to school administrators that school startup went fairly smoothly with some minor challenges which were addressed in a timely manner.

Trustee Gair

- Attended the Fall Branch Meeting of the Vancouver Island School Trustees Association which was held in the Sooke School District. Trustees had the opportunity to tour the two newly built high schools, which were phenomenal facilities. A presentation by school administrators from those two high schools revealed that the School Codes of Conduct were written in cooperation with the students in their schools. Trustee Gair would like SD69 to include students in the writing of the codes of conduct at each school, if they are not already. That practice would build school spirit and make students feel their voice is valued.

Trustee Kurland

- Was invited to read to a classroom of students at Bowser Elementary School. He appreciated the invitation from the school's principal, and the opportunity to be back in a classroom working with children.

Trustee Flynn

- Will be attending the Provincial Council on October 28 & 29, 2016 as well as attending the 2nd Annual Partner Liaison Meeting with the Minister of Education on Wednesday, October 26th and the BC Board Chairs Meeting on Thursday, October 27th.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Norberta Heinrichs, President, commented on the following:

- Provincial professional development day sessions attended by her colleagues and those she attended herself.
- Resources purchased as well as those that were created by teachers for immediate use in the classroom, following their attendance at the professional development sessions.
- The press release by the Ministry of Education referring to the allocation of gaming grants to parent advisory councils and district parent advisory councils for

extracurricular activities – to suggest that parent groups fundraise for ‘extras’ is short sighted as most of the money raised is used to address the gaps created by the Ministry’s outdated funding model which does not provide adequate funding to schools.

- The Board was applauded for its recent letters to the Ministry asking for congruency and accountability as well as implementing feedback from key stakeholders.
- Requested that the Board consider the effects of composition on classes with over 30 students and to look at the nature of the classes, particularly those that are foundational courses which create the next path for students. MATA expressed concern that the learning needs of students cannot be fully addressed in those classrooms.

9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

No Report

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

Andrea Button, President, reported on the following DPAC activities:

- Reported that the next DPAC meeting is scheduled for Wednesday, October 26th.
- She inquired whether the District plans to obtain the Naloxone Kits for the high schools in the event that fentanyl overdoses occur at the schools.

11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD**

None

12. **ACTION ITEMS**

a. **School Codes of Conduct**

Superintendent Koop noted that recently required language referencing sexual orientation and gender identity (SOGI) has been included in the recent editions of the school codes of conduct. The documents are updated after being reviewed by parents, students, and staff members after which they are reviewed by the Superintendent prior to bringing them to the Board for approval.

Staff took it under advisement that the Board would like to ensure student involvement in the yearly process of reviewing School Codes of Conduct.

16-105R

Moved Trustee Kurland *Seconded* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve the Schools’ Codes of Conduct for the 2016-17 school year.

CARRIED UNANIMOUSLY

b. **Amended 2015/16 Five-Year Capital Project Agreement**

Secretary Treasurer Amos reported that additional funds in the amount of \$305,869 have been released for capital projects requested for 2015-16, which will have to be spent by March 31, 2017.

16-106R

Moved Trustee Austin *Seconded* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve the Amended School District No. 69 (Qualicum) Capital Project Funding Agreement 15/16-CP-SD69-01 in the amount of \$842,724 for the 2015/16 fiscal year.

CARRIED UNANIMOUSLY

c. Annual Five-Year Capital Plan

Secretary Treasurer Amos advised the Board that the process for District Capital Plan submissions has changed significantly this year as outlined in his memo provided in the agenda package. Those projects that were not approved under the supplemental funding have been brought forward as priorities in the 2016/17 plan as well as six replacements of buses.

16-107R

Moved Trustee Young *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve the District's 2016-17 Annual Five-Year Capital Plan as submitted.

CARRIED UNANIMOUSLY

13. INFORMATION ITEMS**a. Enrolment Report**

Superintendent Koop reported that the confirmed enrolment for the district is 4019 Full Time Equivalent (FTE) students, which is 67 FTE over last year at the same time and 38 FTE over projected enrolment. This increase is almost certain to result in the District no longer requiring funding protection and, instead, receiving more money for each additional student.

He further reported that enrolment in the Collaborative Education Alternate Program (CEAP) was 50% over budgeted projections and staff will be investigating to determine the cause of that significant increase.

Also, the International Student Program (ISP) has seen an increase of 23 students over what the District budgeted for. While that will increase revenues it will also result in additional costs to provide services to those students. The Assistant Superintendent is working with the Principals at each site to determine staffing levels to accommodate those students.

b. Educational Programs Update

Assistant Superintendent Wilson reported on the following district initiatives and events:

- STREAM Program teacher, Sarah Hung, was successful in her application for a Best Buy Tech Grant in the amount of \$2,352. The school was 1 of 17 across Canada that was chosen to receive the grant and one of 3 in BC.
- New furniture was purchased for a number of schools which is being well received by students.
- The Technology Working Group is reviewing the results of the Tech Survey to help inform the district's technology plan.
- IT staff is working to learn the device management system to ensure teachers and students are able to utilize iPads for teaching and learning.
- Debbie Comer and Karen Frieson are working on applications for the mentorship initiative to partner mentors and mentees.

- Applications are being received for Curriculum Implementation Inquiry projects. Applications are due by October 31st and the successful applicants will be informed by November 10th as to what types of support they will receive for their inquiry project.
- The Central Vancouver Island Early Years Partnership – Central Vancouver Island Region, held a meeting at Qualicum Commons on Friday, October 14 with Maureen Dockendorf, Superintendent of Early Years. The focus this year is to discuss and identify ways to create successful transitions to Kindergarten. The District will be hosting a Regional Early Years Conference in March 2016.
- The results of the Wave 6 Early Development Index (EDI) - Community Profile have been released and are available on the UBC Human Early Learning Partnership website. Staff will be reviewing the data to identify how the District compares provincially and where adults can direct their focus to support the children in the community.
- Teachers attended a number of professional learning opportunities presented by a number of provincial professional associations on October 21, 2016.
- A survey was distributed to teachers to help identify a number of sessions to be offered on the November 10th Curriculum Implementation Day.
- Conferencing took place in individual schools over a four week period and each site included an evening session. Parents/guardians were provided with a brochure prior to conferencing on how the district was focusing on student learning this year and identifying a number of ways in which teachers are communicating their child's learning.
- The Ministry hosted a 2-day session on Violence Threat Risk Assessment (VTRA) for Safe School Coordinators.
- Initiatives are underway in collaboration with local community organizations and the RCMP to address fentanyl use in the district by focusing on harm reduction and education/prevention. Presentations are planned at each secondary schools on October 26 and 27 for the grade 11 and 12s with some 10's. There are also plans to present to DPAC as well as all other students in the secondary schools.
- A Policy Summit on Sexual Orientation Gender Identity (SOGI) was held in Richmond on Tuesday, October 25. SOGI is a more inclusive reference which districts need to include in their policy. The ARC (Awareness. Respect. Capacity) foundation is working with the BC Teachers' Federation and other organizations to develop material to provide support to students in classrooms.

c. Education Planning Update

Superintendent Koop reported that he and the Assistant Superintendent have begun conversations with school administrators to discuss their Enhancing Student Learning Plans and how they correspond to the four strategic priorities identified in the District Strategic Plan.

Other conversation focused on how the District is going to communicate student learning that is more congruent with the redesigned curriculum.

d. Learning Improvement Funds

Assistant Superintendent Wilson reported that a large portion of the Learning Improvement Funds were allocated in the spring to place teaching staff and allocate education assistant hours. Supports in the areas of counselling, Literacy/Numeracy and occupational therapy were also added. There is

approximately \$10,000 remaining in the fund which will be not be allocated until the District moves into its second semester to support resources identified from class reviews.

e. Supplemental Transportation Funding Update

Secretary Treasurer Amos reported that all transportation issues have been resolved with regard to bus capacities and routing following the approval and receipt of new Transportation funding, which resulted in no fee being charged to eligible riders. No new routes were required and all courtesy riders have been accommodated. Ridership has decreased slightly from 2015/16 although this may increase due to inclement weather. Transportation staff continue to monitor ridership as well as placement and safety of drop off/pick up areas throughout the year.

f. Water Testing Requirements

Chris Dempster, General Manager of Operations, reported that, in February 2016, the Ministry asked districts to work closely with local health authorities to establish a plan to evaluate water quality in schools. The Ministry has recently developed a Policy for testing lead content in drinking water of school facilities to provide guidance to school districts in establishing a plan to evaluate and mitigate any issues. Since March, all school sites built before 1991 have been tested and have come in below the 10 ug/L maximum. Mr. Dempster is currently in the process of identifying the best testing program available to bring the District in line with the new Ministry directive.

g. Quarterly Financial Update

Secretary Treasurer Amos presented the Board with the current financial position of the District, which is on target to the preliminary budget.

h. Class Size Report – October 14, 2016 Snapshot

Superintendent Koop presented the class size report to October 14, 2106 which identifies classes which have more than 30 students and have been determined to be appropriate for student learning.

14. CORRESPONDENCE ATTACHED

a. Letters to Minister of Education

- i. Request to exempt districts from Foundation Skills Assessment
- ii. Request for response to recommendations of the Select Standing Committee on Finance and Government Services

15. POLICY

a. Board Policy 7000: *Safe, Caring and Inclusive School Communities*

(Merging of Board Policies: 7001, 7003, 7020, 7023, 7024, 7035, 7040, 7162, 7164, and 7166)

16-108R

Moved Trustee Flynn *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

b. Board Policy 7001: *Student Discipline (previously Policy #7000)*

16-109R

Moved Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7001: *Student Discipline* and its attendance Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

c. Board Policy 7165: *Substance Use (Students)*

16-110R

Moved Trustee Flynn *Seconded* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7165: *Substance Use (Students)* and its attendance Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

d. Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment (Previously Titled: Use of Scented Products)*

16-111R

Moved Trustee Flynn *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

e. Rescinding of Policies

16-112R

Moved Trustee Flynn *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) rescind the following Board Policy at its Regular Board Meeting of October 25, 2016:

- 3025: *Communications*

CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS

a. Public Consultation re: Meadowood Property

16-113R

Moved Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) announce that it is considering the disposition of property located at 1830 Galvin Place (in the Meadowood community of Qualicum Beach); and,

THAT the Board of Education of School District 69 (Qualicum) direct staff to seek community feedback through a Public Notice to be placed in the local media.

CARRIED UNANIMOUSLY

b. Courtesy Ridership

Trustee Austin reminded the Board of the original intent of providing the option of courtesy ridership to students from the Whiskey Creek area to Qualicum Beach

Elementary School, which was to alleviate pressure on Errington Elementary School following the closure of French Creek Community School and the reconfiguration of the district. She stated that she would like to see the District waive the courtesy rider fee for those students from the Whiskey Creek and Meadowood areas who have chosen to attend Qualicum Beach Elementary School rather than Errington Elementary School.

Trustees deliberated the recommendation and considered the cost to the District as well as the potential to set a precedent for other riders i.e. students attending an academy or French immersion at a school outside of their catchment area, creating inequity in the system. It was also noted that providing transportation is not a requirement of districts under the School Act.

16-113R

Moved Trustee Austin *Seconded* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) waive the courtesy bus fees for existing courtesy riders in the Errington Elementary School catchment area and Meadowood students who reside in the current Kwalikum Secondary School catchment area. This arrangement will be reviewed annually in June for the next school year and may be subject to needs based on enrolment and bus route availability.

DEFEATED

c. BC School Trustees Association’s Media Statement

Trustee Young referred to a statement from the president of the BC School Trustees Association (BCSTA) in response to the firing by the Minister of the Vancouver School Board, which Trustee Young believes does not reflect the support the association should be providing to the work of the democratically elected boards. She also stated that she does not believe the President had the right to comment on a Board that is not a member of the BCSTA.

Trustees debated the motion and gave consideration to whether they believed the BCSTA President stepped outside the bounds of who and what BCSTA represents and/or undermined the democratic process. They also considered what information they had regarding the dynamics of the Vancouver School Board and it was suggested that the focus should, perhaps, be on the Ministry’s constant underfunding of public education.

16-114R

Moved Trustee Young *Seconded* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) request that the BC School Trustees Association (BCSTA) rescind its Media Statement regarding the firing of the Vancouver School Board and reaffirm the BCSTA mission statement that includes supporting and advocating for public education and ensuring local control in our public schools.

CARRIED UNANIMOUSLY

Trustee Kurland then suggested that the Board refuse to meet with the Minister during his upcoming visit to the District and, instead, have the Board Chair deliver a letter from the Board stating its displeasure of the Ministry not providing adequate funding to public education for the past 20 years.

Superintendent Koop asked the Board to consider whether its role would be best served by boycotting the Minister’s meeting, rather than taking advantage of the

opportunity to make their case directly to the Minister and provide suggestions for solutions that could be implemented. At the same time, the Board would have the opportunity to showcase all the positive learning opportunities provided in the district, which also deserve to be shared in front of the people who are the decision makers.

Trustees debated the merits of boycotting the Minister’s meeting versus the opportunity to meet with the Minister to raise their concerns.

16-115R

Moved Trustee Kurland *Seconded* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) boycott the upcoming visit to the District by the Minister of Education, with the exception of the Board Chair who would, at that time, present Minister Bernier with a letter outlining the Board’s stance and request that the Ministry of Education provide sustainable, adequate and predictable funding for public education.

CARRIED

Chair Flynn voted against the motion

d. Notice of Motion

Trustee Austin gave notice of her intention to propose a motion for the Board to write a letter to the Minister of Education requesting that a by-election be held for trustees of the Vancouver School District, as well as any other district currently sitting without a democratically elected Board of Education.

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

Trustees/senior administrators received comments and/or answered questions on the following topics:

- Consideration of the disposition of the Meadowood property – *the Board anticipates that it would not be required for educational purposes.*
- Proceeds from the disposition of the Meadowood property – *the funds would stay in local capital.*
- Additional costs for lead testing in water – *there will be costs associated with extensive and frequent testing of the water sources, the total of which has yet to be determined. The Ministry has not provided additional funds to cover any of those costs.*

19. ADJOURNMENT

Trustee Gair moved to adjourn the meeting at 9:45 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
October 18, 2016

ATTENDEES:

Trustees

Eve Flynn	Chair
Jacob Gair	Vice-Chair
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent
JoAnne Shepherd	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matter(s):

- Land
- Personnel/Labour Relations
- Legal

The Board of Education approved motions regarding the following matter(s):

- Personnel

Chairperson

Secretary Treasurer



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmmarshall@sd69.bc.ca

Vice-Principal: Lesley Rowan lrowan@sd69.bc.ca

RECEIVED
NOV 17 2016

November 7, 2016

School District 69 (Qualicum)
PO Box 430, 100 Jensen Avenue East
Parksville, BC
V9P 2G5

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Calgary and Edmonton from 5/15/2017 to 5/21/2017. This trip has been planned by teachers Dan Craven and Brent Kellas for our band and choir students.

Please see attached itinerary for details.

We would ask that the Board grant approval in principle for this exciting trip.

Respectfully submitted,

Ms. Lori Marshall
Kwalikum Secondary School

Copy: Dan Craven, Brent Kellas, Sponsoring Teachers

**Kwalikum Secondary School
Music Program**

Re: Music Trip to Edmonton and Calgary in May 2017

November 2, 2016

To Whom It May Concern,

We are requesting from the School Board of School District 69, approval in principle to take our music program on an educational field trip to Edmonton and Calgary from May 15th to 21st, 2017. We have made sure that students will have ample opportunities to fundraise to help with the cost of the Edmonton/Calgary tour. Students have the opportunity to generate funds through five major fund raising activities throughout the year.

On this trip, the educational opportunities for the students include performing at elementary schools, taking part in a day of workshops with professional instrumental and choral specialists, exploring the Canadian National Music Centre, and attending an Edmonton Symphony Orchestra concert.

Students will be required to fill out a student perspective sheet and summarize what they learned from their educational experiences during the tour. Furthermore, they will be responsible for sharing their new knowledge with other KSS music students and integrating new musical practices into the rehearsals and performances when they return to Kwalikum Secondary School. Also, students will be engaged in two year-end concerts and a few community performances after the trip to demonstrate the progress of their learning and enrich the arts culture in their community.

Please contact us if you have any questions regarding our proposed tour.

Thank you for your support,

Brent Kellas

Kwalikum Secondary School
bkellas@sd69.bc.ca
250-752-5651 (ext. 106)

Dan Craven

Kwalikum Secondary School
dcraven@sd69.bc.ca
250-752-5651 (ext. 250)



SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form

RECEIVED
NOV 17 2016
POLICY 5020

Co-Curricular & Extra Curricular Activities

SCHOOL KSS DATE (of application) Oct. 26, 2016

DESCRIPTION OF PROPOSED ACTIVITY Band and Choir trip to Calgary and Edmonton.

DATE(S) OF PROPOSED ACTIVITY May 15th - 21st, 2017

PURPOSE OF PROPOSED ACTIVITY The groups will perform at some schools, take part in music workshops, and engage in different activities.

TEACHER(S) Brent Kellar, Dan Craven

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED Four 1/2 days (Mon, Wed, Thurs, Fri.)

OTHER ADULTS TBA

GRADE(S) 8-12

SUPERVISION: No. of Students 40 No. of Teachers 2 No. of EAs 0 No. of Parents 2-4

TRANSPORTATION Highway Coach

TRAVEL ITINERARY:
(Include departure and return times; for extended trips, please attach details of each stop.)

May 15th - Depart from KSS
May 21st - Return to KSS

A detailed itinerary is being prepared by Affinity Travel.

PROJECTED COST \$950 DIRECT COST PER STUDENT \$950
(attach statement of details)

SOURCE(S) OF FUNDING Chocolate sales, Poinsettia sales, Fundraisers, Parent fees.

ACCOMMODATION/MEALS (type of) Hotel + Restaurants

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) See attached.
- (b) Volunteer Driver(s) form(s) (attached) - for use of non-School District owned vehicle(s) N/A
- (c) Students will not be excluded through inability to pay expenses Fundraising etc.
- (d) Third Party Waiver, if applicable (form attached) N/A

- NOTE:
- 1) Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
 - 2) Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
 - 3) Approvals are required as follows:
 - a) Minor field trips - one day -Principal
 - b) Major field trips - overnight or longer OR if substitute required -Superintendent or designate
 - c) Extended field trips - out-of-province/international -Board of Education
 - 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: [Signature] DATE: Nov. 2/16

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: _____ DATE: _____
(Superintendent of Schools or designate)

OR:
APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: _____
(date)

PER: _____ Number of Substitute Days Hereby Authorized: _____
(Superintendent of Schools or designate)

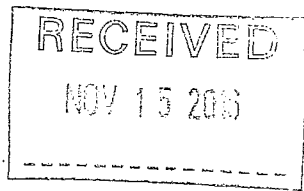


Qualicum
SCHOOL DISTRICT

International Student Programs International Student

School District No. 69 (Qualicum) **Ross Pepper**, District Principal Email rpepper@sd69.bc.ca www.schoolincanada.ca

November 8, 2016



Board of Education – School District #69 (Qualicum)
RE: SOCIAL SCIENCE ON THE EAST COAST, March 12-23, 2017

The planning for this trip is well underway. Student must make a full payment before February, 2017. The cost includes the fee charged by Edu Travel as well as costs associated with transporting the students to the ferry and the cost of the ferry. Students have been informed that there are additional costs associated with this trip.

The goals and objectives of the trip are:

1. Educational sightseeing and credit based course (Social Science 10/11). Historical sites will be visited along the way in Ottawa, Montreal, Toronto and New York.
2. Providing an activity for International Students during Spring Break.
3. Engage in cultural/recreational activities while obtaining credit.

We would ask that the board grant approval in principle for this trip.

Thank you

Ross Pepper, Principal
International Student Program

cc: Rollie Koop
Rudy Terpstra
Lori Marshall

RP/ph

 **EduTravel**

WWW.EDUTRAVELFORCREDIT.COM

**EARN A CREDIT
WHIE YOU TRAVEL
TO THE EAST
COAST!**



*
SOCIAL SCIENCE ON THE 
EAST COAST 

OTTAWA, MONTREAL
NEWYORK, NIAGARA FALLS
 **TORONTO** 
→ & KINGSTON ←

MARCH 12-23
2017 
11 DAYS/ 10 NIGHTS



/edutravelforcredit



@teamedutravel



@edutravelforcredit



/edutravelforcredit

EduTravel Inc.
Ottawa, Montreal, New York,
Niagara Falls, Toronto,
Kingston
Mar 12-Mar 23, 2017
(11 days / 10 nights)



Your Trip Itinerary

Day 1 - Sunday March 12

8:00 AM	TRIP BEGINS!	
3:21 PM	FLIGHT TO TORONTO AC142 0800 - 1521	
7:00 PM	DINNER IN DOWNTOWN TORONTO	
9:00 PM	CN TOWER - LOOKOUT AND GLASS FLOOR LEVELS Zoom to the top of Canadas tallest building, and the tallest free-standing tower in the world! Are you brave enough to walk on the glass floor 1,122 feet (112 stories) in the air? Check out Toronto from above WAY above and see if you can spot your motorcoach, the American shore, or even your house, if you live in the Greater Toronto Area! Come on up and find out why two million people every year visit this amazing landmark. 301 Front Street West, Toronto, ON, M5V 2T6	Phone: 416-601-4707
11:00 PM	PRIVATE NIGHT SECURITY ON DUTY	
11:00 PM	OVERNIGHT IN TORONTO	

Day 2 - Monday March 13

7:00 AM	ENJOY A HOT BREAKFAST	
8:00 AM	DEPART FOR NIAGARA FALLS	
9:00 AM	NIAGARA ON THE LAKE Explore "the loveliest town in Canada" with a tour through its historic district, which has been designated a National Historic Site. Niagara-on-the-Lake was a key town during the War of 1812 and had to be rebuilt after it was completely destroyed during that war. This is also where heroine Laura Secord gained her fame, and the town was an end point in the Underground Railroad. Keep an eye out for local wineries - the area is filled with them.	
10:30 AM	FORT GEORGE See how a British fort would have worked during the War of 1812. Costumed guides will explain how the fort was captured by Americans in 1813, and recaptured by the British eight months later. Watch soldiers drill and shoot rifles, hear about ghosts and hauntings, and see how soldiers and their families would have lived two hundred years ago. 26 Queen St., Niagara on the Lake, ON, L0S 1J0	Phone: 905-468-6614
12:30 PM	LUNCH ON CLIFTON HILL	

12:30PM	CLIFTON HILL	Phone: 1-866-443-4485
	The rockin' tourist centre of Niagara Falls, Clifton Hill is non-stop action day or night. Arcades, midway rides, the Skywheel, restaurants, haunted houses, the Guinness World Records Museum, candy shops, wax museums, and dance clubs line the streets. You won't have to worry about running out of things to do here!	
	4943 Clifton Hill, Niagara Falls, ON, L2G 3N5	
1:30PM	FREE TIME TO EXPLORE CLIFTON HILL	
4:00PM	JOURNEY BEHIND THE FALLS	Phone: 1-877-642-7275
	Don a rain poncho to get up close and personal with Niagara Falls' thundering waters. You'll be taken into tunnels carved out of the solid bedrock behind the falls and get to see the massive sheet of water (2800 cubic metres every second!) from behind. Finally, two observation decks at the foot of the falls get you closer than anyone else.	
	6650 Niagara River Parkway, Niagara Falls, ON,	
5:30PM	DINNER IN NIAGARA FALLS	
7:30PM	TORONTO RAPTORS GAME	Phone: 416-815-5500
	Catch the action courtside at a Raptor's basketball game. The Rogers Centre is in the heart of downtown, and you'll be passing right beside the CN Tower before heading into the basketball court. Famous b-ballers will be dribbling, passing, dunking, and scoring right before your eyes - you've never felt game-time energy like this from just watching a game on TV!	
	40 Bay Street, Toronto, ON, M5J 2X2	
8:30PM	DEPART FOR TORONTO	
11:00PM	PRIVATE NIGHT SECURITY ON DUTY	
11:00PM	OVERNIGHT IN TORONTO	

Day 3 - Tuesday March 14

7:30 AM	ENJOY A HOT BREAKFAST	
9:00 AM	UNIVERSITY OF TORONTO CAMPUS TOUR	Phone: 416-978-5000
	Check out what life is like in university! Take a tour around campus and see what living in residence is like, admire the historic architecture (the university was founded in 1827), and catch the student vibe from the thousands of people who come to attend class here from all over the globe. Imagine yourself as a student at one of Canada's top universities - after all, it's only a few years until you'll be applying!	
	172 Saint George Street, Toronto, ON, M5R 0A3	
11:30 AM	ENJOY LUNCH AT EATON CENTRE	
12:30PM	FREE TIME FOR EXPLORING EATON CENTRE	
4:00PM	FORT YORK	Phone: 416-392-6907
	On your trip to downtown Toronto you might expect to see the CN Tower, the Rogers Centre, or the Hockey Hall of Fame but a military garrison right in the middle of the city? That's right with cannons and all! Enjoy a tour led by a costumed interpreter as you find out what life was like in a military compound in 1812. Find out how Toronto was defended during the War of 1812, watch a musket drill, or listen as a military band practices their rousing battle marches.	
	250 Fort York Blvd., (formerly 100 Garrison Rd), Toronto, ON, M5V 3K9	
6:30PM	DINNER IN DOWNTOWN TORONTO	
8:00PM	WORK PERIOD	
11:00PM	PRIVATE NIGHT SECURITY	
11:00PM	OVERNIGHT IN TORONTO	

Day 4 - Wednesday March 15

8:00AM	ENJOY HOT BREAKFAST
9:00 AM	DEPART FOR KENSINGTON MARKET

9:30 AM	WALKING TOUR OF KENSINGTON MARKET AND CHINATOWN Your EduTravel Tour Guide leads you on an orientation tour through Kensington Market and Chinatown. Two of the most culturally diverse areas of Toronto, these colourful side by side neighbourhoods are full of street side vendors and vintage clothing shops.
12:30 PM	LUNCH AT KENSINGTON MARKET
2:30 PM	WORK PERIOD
5:30 PM	DINNER IN DOWNTOWN TORONTO
7:30 PM	WORK PERIOD
9:30 PM	RETURN TO HOTEL
11:00 PM	PRIVATE NIGHT SECURITY
11:00 PM	OVERNIGHT IN TORONTO

Day 5 - Thursday March 16

7:00 AM	ENJOY A HOT BREAKFAST
7:30 AM	CHECK OUT OF HOTEL
10:30 AM	FORT HENRY - GUIDED TOUR Phone: 613-542-7388 Once inside the huge fortified walls of Fort Henry you'll see cannon displays, marching demonstrations, soldier's barracks, and perhaps even a ghost - the fort is well known for being haunted. Eat your picnic lunch on the hill overlooking Kingston's waterfront as you listen to the music of the military band. See what a soldier's daily life was like at this UNESCO World Heritage Site. <i>1 Fort Henry Drive, Kingston, ON, K7K 5G8</i>
1:30 PM	BYWARD MARKET Free time for lunch in Canada's oldest and largest public market. You should have no trouble finding a cafe or restaurant to satisfy your cravings here. Wander around and enjoy the shops, but don't forget to stop in at the Moulin de Provence to pick up some maple leaf "Obama"-cookies! <i>55 Byward Market Square, Ottawa, ON, K1N 9C3</i>
2:30 PM	SECURITY AT PARLIAMENT HILL
3:00 PM	PARLIAMENT OF CANADA - CENTRE BLOCK GUIDED TOUR Phone: 866-599-4999 You've heard about it in the news, learned about it in school; now visit the center of Canadian government and politics: Parliament Hill. Hear about the devastating fire of 1916 and find out which part of the original buildings survived - and why. Tour the elaborate Gothic interior and visit the Senate and House of Commons, if they aren't in session. You may also have the opportunity to tour the Parliamentary Library or climb the Peace Tower. Keep an eye out for famous politicians at work - you might be lucky enough to spot the Prime Minister! NOTE: New Baggage Restrictions for visitors to Parliament: Large bags are not permitted in Centre Block. Visitors with bags larger than 18x14x8 inches will not be permitted to enter the building (Please note that there is no bag or coat check at Parliament). <i>1 Wellington St., Ottawa, ON, K1A 0A9</i>
4:00 PM	DISCOVER THE HILL: GUIDED TOUR OF PARLIAMENT HILL Phone: 1-866-599-4999 How many of the statues on Parliament Hill can you name? Take an interactive and fun tour around Parliament Hill to learn about the statues, monuments, and other interesting features of our capital grounds. Learn more about your role as a Canadian citizen, while putting those history classes to use learning about Canada's past and present. This tour gives you a 360 degree look at the architecture and exterior of our Parliament Buildings. <i>Parliament of Canada, Ottawa, ON, K1A 0A9</i>
5:00 PM	DEPART FOR DINNER
5:30 PM	DINNER AT RESTAURANT LE BUFFET DES CONTINENTS Phone: 819-561-1099 All you can eat buffet including beverages. <i>4, Impasse de la Gare Talon, Gatineau, QC, J8T 0B1</i>

7:30PM	OTTAWA SENATORS HOCKEY GAME	Phone: 613-599-0250
	Cheer on a Canadian hockey team in a packed stadium! You'll experience all the excitement of a live game: players crashing into the boards, the roar of the crowd with every goal, maybe even a fight or two! Watching hockey live is even better than on TV, so get ready for a rousing fan experience. Bring your air horn or cow bell! <i>Ottawa Senators Hockey Club / Scotiabank Place, 1000 Palladium Drive, Ottawa, ON, K2V 1A5</i>	
9:30PM	RETURN TO HOTEL	
11:00PM	PRIVATE NIGHT SECURITY	
11:00PM	OVERNIGHT IN OTTAWA	

Day 6 - Friday March 17

8:00AM	ENJOY A HOT BREAKFAST	
9:00AM	WORK PERIOD	
11:00AM	SUPREME COURT OF CANADA	Phone: 1-866-360-1522
	Visit the building where the most important court cases in our country are decided. Gruesome murder? Treason? Homework not done on time? You might end up in the Supreme Court of Canada. On your tour keep an eye out for judges in their robes, and impress your guide (who's a law student) by already knowing that the hammer judges use is called a gavel. Take this opportunity to ask all the tough questions you had in law and civics class that your teacher didn't know the answer to. <i>301 Wellington Street, Ottawa, ON, K1A 0J1</i>	
12:00PM	LUNCH AT RIDEAU CENTRE	
1:00PM	FREE TIME TO EXPLORE RIDEAU CENTRE	
3:00PM	CANADIAN MUSEUM OF HISTORY	Phone: 819-776-7014
	Spend a few hours at Canada's most visited museum and find out why 1.3 million people visit every year. Crane your neck to check out the largest indoor collection of totem poles in the world, set against a forest backdrop that is the largest colour photograph ever made! Stroll through Canada Hall, a streetscape which winds through hundreds of years of Canadian history, with buildings and seasons changing along the way to match the era. Don't forget your paper money - you'll need it to compare its designs to the real sculptures. <i>100, rue Laurier, Gatineau, QC, K1A 0M8</i>	
5:30PM	DINNER AT TUCKER'S MARKETPLACE	Phone: 613-241-6525
	BUFFET: Salads; Soups and Chili; BBQ Grill with burgers and sausage; Carvery Table with roast beef and quiche of the day; Main Course Table with old and new world tastes; Stir Fries with authentic Asian ingredients and flavours; Pastas with choice of ingredients; Seafood; Bread Bakery; Desert Bar with cakes, brownies, creme caramel, apple crisp and bread pudding; Ice Cream Stand with build your own sundaes. <i>61 York Street, Ottawa, ON, K1N 5T2</i>	
7:00PM	NEPEAN POINT WALKING TOUR	
	Let your tour guide show you one of the best views in Ottawa: from the top of Nepean Point. This ridge juts out into the Ottawa River and your walk will be rewarded with amazing views of three rivers, the Rideau Canal, the back of the Houses of Parliament and especially the Library of Parliament. You'll have panoramic shots of Quebec as well, so make sure to bring your camera. Ask about the statues on the hill - there are plenty of stories about them! <i>Alexandra Bridge, Ottawa, ON, K1A 0G8</i>	
9:00PM	RETURN TO HOTEL	
11:00PM	PRIVATE NIGHT SECURITY	
11:00PM	OVERNIGHT IN OTTAWA	

Day 7 - Saturday March 18

7:30AM	ENJOY A HOT BREAKFAST
--------	-----------------------

9:00 AM	CANADIAN WAR MUSEUM You'll leave this bunker-like museum with a different perspective on war, and life. Covering conflicts from Native clashes to modern terrorism, the mind-boggling displays make war come to life. See Hitler's personal limousine, walk through a full-scale WWI trench, experience a 360 degree view of the Passchendaele battlefield, and spend a moment of silence in front of the grave marker of the Unknown Soldier in Memorial Hall. End with a stroll through a huge hall of real tanks, fighter planes, and other military vehicles. <i>1 Vimy Place, Ottawa, ON, K1A 0M8</i>	Phone: 819-776-7014
12:30 PM	LUNCH AT BYWARD MARKET	
3:00 PM	UNIVERSITY OF OTTAWA CAMPUS TOUR <i>Tabaret Hall 75 Laurier Ave. E., Ottawa, ON, K1N 6N5</i>	Phone: 613-562-5700
6:30 PM	DINNER AT SUCRERIE DE LA MONTAGNE Students enjoy this traditional sugar shack located between Ottawa and Montreal. During the visit, students explore the grounds from a sleigh or wagon pulled by Belgian horses. A guided tour of the sugar shack and fieldstone bakery get the students ready for a traditional Quebecois meal. Dinner includes country-style sausages, farm-style crusty bread, wood-fired baked beans, farm-style omelette souffl�, old-style mashed potatoes, maple-glazed ham, golden pancakes with syrup, and glass of milk. Throughout dinner and thereafter, the live musicians and singers entertain the group. The evening is completed with a maple-taffy-on-snow tasting. <i>300, ch., Saint-Georges, Montreal, QC, J0P 1P0</i>	Phone: 450-451-0831
9:30 PM	CHECK INTO MONTREAL HOTEL	
11:00 PM	PRIVATE NIGHT SECURITY	
11:00 PM	OVERNIGHT IN MONTREAL	

Day 8 - Sunday March 19

8:00 AM	ENJOY A HOT BREAKFAST	
9:30 AM	MCGILL UNIVERSITY CAMPUS TOUR You might be a university student in just a few short years, so here's your chance to find out what university life is really like! If you're lucky enough to be accepted to McGill, which is considered the most prestigious university in Canada and one of the top in North America, this campus will be your new home. Check out huge lecture halls (we're talking 300 students!), the student centre, library facilities, and learn a bit about the school's history from your student tour guide. <i>845 Sherbrook Street West, Montreal, AB, H3A 0G4</i>	Phone: 514-398-6555
11:30 AM	LUNCH AT JACQUES CARTIER SQUARE	
2:00 PM	WORK PERIOD	
5:00 PM	FRESHEN UP FOR DINNER AND DANCE	
7:00 PM	DINNER AT RESTAURANT ST. PAUL Soup of the Day; choice of Chicken Brochette served with rice, salad and french fries or Beef Bavette with mushroom sauce served with salad and french fries or Tilapia with salad and rice or Vegetarian Duo with Fettucini Alfredo, Penne with Rose sauce and salad; Dessert; Soda, Coffee or Tea. <i>124, rue St-Paul Est, Montreal, QC, H2Y 1G6</i>	Phone: 514-874-0485
8:00 PM	DANCE SOCIAL AT RESTAURANT ST. PAUL Rock the night away at this combination pub, restaurant, and concert hall in the heart of Old Montreal. A DJ entertains guests all night long so bring your song requests! <i>124, rue St-Paul Est, Montreal, QC, H2Y 1G6</i>	Phone: 514-874-0485
11:00 PM	PRIVATE NIGHT SECURITY	
11:00 PM	OVERNIGHT IN MONTREAL	

Day 9 - Monday March 20

7:00 AM	ENJOY A HOT BREAKFAST
8:00 AM	DEPART FOR NEW YORK

12:30PM	LUNCH EN ROUTE	
6:00PM	DINNER IN NEW YORK CITY	
8:00PM	TOP OF THE ROCK	Phone: 877-692-7625
	Get a bird's eye view of the Big Apple from the very top of the world-famous Rockefeller Center. If you are a fan of the TV show 30 Rock, you already know all about this building. If not, be prepared for a three level observation deck that is 850 feet above the busy streets of Manhattan. Do not forget your camera for some breathtaking panoramic shots.	
	30 Rockefeller Plaza, New York, NY, 10112	
9:00PM	RETURN TO HOTEL	
11:00PM	PRIVATE NIGHT SECURITY	
11:00PM	OVERNIGHT IN NEW YORK	

Day 10 - Tuesday March 21

8:00AM	ENJOY A HOT BREAKFAST AT THE HOTEL	
9:00AM	DEPART FOR MANHATTAN	
10:00AM	UNITED NATIONS HEADQUARTERS - GUIDED TOUR	Phone: 212-963-7710
	Take a tour through one of the most politically important buildings in the world - the world headquarters of the UN. Snag a peek into the General Assembly room where all 192 international members gather for meetings. Learn about peacekeeping, nuclear threats, landmines, checkpoints, and the successes and challenges of trying to make our world a safer place. Don't forget to ask your guide to point out the "Escopeterra", a guitar made entirely out of an AK47!	
	1st Ave & 46th Street, New York City, NY,	
12:00PM	LUNCH AT GRAND CENTRAL STATION	
12:30PM	GRAND CENTRAL TERMINAL	Phone: 212-340-2583
	While Grand Central Terminal is one of the nations most historical landmarks, it has remained the busiest train station in the country. Featuring monumental spaces and meticulously crafted detail, Grand Central Terminal has been described as "the world's loveliest station". It was rated the sixth-most-visited tourist attraction with roughly 21.6 million annual visitors.	
	89 E 42nd St., New York City, NY, 10017	
2:00PM	WORK PERIOD	
5:30PM	DINNER IN HELL'S KITCHEN	
7:00PM	BROADWAY SHOW - JERSEY BOYS	
	How can you not love the music of Frankie Valli and the Four Seasons? Jersey Boys is their story. Featuring over 30 songs that the group made famous as they went from being four guys in Jersey to international stars, this is one upbeat story.	
	August Wilson Theatre, 245 West 52nd Street, New York, NY, 10019	
11:00PM	PRIVATE SECURITY ON DUTY	
11:00PM	OVERNIGHT IN NEW YORK	

Day 11 - Wednesday March 22

8:00AM	ENJOY A HOT BREAKFAST	
9:00AM	DEPART FOR MANHATTAN	
10:00AM	WALKING TOUR OF CENTRAL PARK	
	You have not been to New York until you have taken a leisurely stroll through the most visited city park in North America. Leave the skyscrapers behind as you enter a world of natural beauty: lakes, rock outcroppings, forests, winding paths, all in the middle of New York. You might just forget that you are in a city at all!	
	5th Ave and West 59th St, New York, NY, 10019	

12:00PM	TIMES SQUARE Times Square, the world's most visited tourist attraction, is iconified as "The Crossroads of the World", "The Center of the Universe", and the "The Great White Way". With more than 300,000 people passing through Times Square daily, this is one of the world's busiest pedestrian intersections, and a major center of the world's entertainment industry. Explore and experience this brightly illuminated hub of the Broadway Theater District.
12:30PM	LUNCH IN TIMES SQUARE
3:00PM	CIRCLE LINE SIGHTSEEING CRUISES Phone: 1-212-630-8885 Circle Line Sightseeing Cruises, "America's Favourite Boatride" for 70 years, offers a Full Island cruise, Semi Circle tour, Statue of Liberty cruise, Harbor Lights sunset cruise, and our thrill ride, The Beast, PLUS our newest addition, the Brooklyn Tour, new VIP Premier seating, wi-fi, informative apps in 7 languages,
5:30PM	DINNER IN HARLEM
7:30PM	APOLLO THEATRE AMATEUR NIGHT Phone: 212-531-5300 If you like rap, jazz, be-bop, soul or blues, the Apollo Theatre is the place for you! This world-famous Harlem theatre has showcased the best African American music for over one hundred years. Stars like Ella Fitzgerald, Michael Jackson, Stevie Wonder, and Mariah Carey all owe their success to their breakout performances at this theatre. Keep your eyes open for performers during your visit - you might be watching the next big superstar! <i>253 West 125th Street, NY, NY, 10027</i>
11:00PM	PRIVATE NIGHT SECURITY ON DUTY
11:00PM	OVERNIGHT IN NEW YORK

Day 12 - Thursday March 23

9:00AM	ENJOY A HOT BREAKFAST AT THE HOTEL
7:00PM	FLIGHT BACK TO BC AC549 1900 - 2140
10:00PM	TRIP ENDS. ARRIVAL BACK HOME

NOTE: ITINERARY IS SUBJECT TO CHANGE
LAST UPDATED: SEPTEMBER 19TH, 2016 AT 2:24PM

EduTravel Inc | 272 Avenue Road, Toronto, Ontario, M4V 2G7



SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form

POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL ISP (KSS / BSS) + Canadian students DATE (of application) Oct 26, 2016

DESCRIPTION OF PROPOSED ACTIVITY Ottawa, Montreal, New York, Niagara Falls, Toronto, Kingston

DATE(S) OF PROPOSED ACTIVITY March 2017

PURPOSE OF PROPOSED ACTIVITY Educational - Social Studies 11 Credit

TEACHER(S) Don Bold / Ross Pepper

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED _____

OTHER ADULTS _____

GRADE(S) 10-12

SUPERVISION: No. of Students _____ No. of Teachers _____ No. of EAs _____ No. of Parents _____

TRANSPORTATION School buses, Ferry, bus, planes

TRAVEL ITINERARY: _____
(Include departure and return times; for extended trips, please attach details of each stop.) see attached

Chaperones -> 10:1 Ratio, Provided by Edutravel

PROJECTED COST _____ DIRECT COST PER STUDENT \$2

SOURCE(S) OF FUNDING students

ACCOMMODATION/MEALS (type of) Hotels / Some Meals / As per itinerary

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) _____
- (b) Volunteer Driver(s) form(s) (attached) – for use of non-School District owned vehicle(s) _____
- (c) Students will not be excluded through inability to pay expenses _____
- (d) Third Party Waiver, if applicable (form attached) _____

- NOTE:
- 1) Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
 - 2) Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
 - 3) Approvals are required as follows:
 - a) Minor field trips – one day -Principal
 - b) Major field trips – overnight or longer OR if substitute required -Superintendent or designate
 - c) Extended field trips – out-of-province/international -Board of Education
 - 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: [Signature] DATE: _____

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: _____ DATE: _____
(Superintendent of Schools or designate)

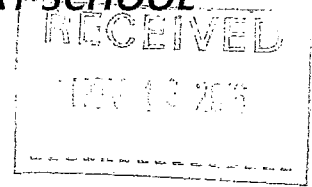
OR:
APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: _____
(date)

PER: _____ Number of Substitute Days Hereby Authorized: _____
(Superintendent of Schools or designate)



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

Box 1570, 135 N. Pym Rd
Parksville, BC V9P 2H4
Telephone: (250)248-5721 Fax: (250)954-1531



Rudy Terpstra, Principal

Kevin McKee, Vice Principal

Jane Reynolds, Vice Principal

November 14, 2016

School District 69 (Qualicum)
PO Box 430, 100 Jensen Avenue East
Parksville, B.C.
V9P 2G3

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Ballenas Secondary School Field Trip to Japan during Spring Break 2018 (anticipated to be March 16th to March 30rd, 2018. This trip has been planned by Mr. Tomiyama and is an excellent artistic, cultural, and historical learning experience for our students

We would ask that the Board grant approval in principle for this excellent learning opportunity for our students.

Respectfully submitted,

Mr. Rudy Terpstra
Principal, Ecole Ballenas Secondary School



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

Box 1570, 135 N. Pym Rd
Parksville, BC V9P 2H4
Telephone: (250)248-5721 Fax: (250)954-1531

Rudy Terpstra
Principal

Kevin McKee
Vice-Principal

Jane Reynolds
Vice-Principal

Lesley LaCouvee
Acting Vice-Principal

November 16, 2016

To District 69 School Trustees;

I am seeking approval-in-principle from the SD69 school trustees for a proposed trip with EF Tours to Japan: Land of the Rising Sun. This trip is open to all students at Ballenas Secondary and Kwalikum Secondary schools to be scheduled during Spring Break 2018 (tentatively March 16 – 30).

Very briefly, it includes:

- ✓ Round-trip flights including all airport fees and applicable taxes from Vancouver and Japan (Tokyo/Osaka).
- ✓ Educational Tour director available 24-hours a day throughout the trip.
- ✓ 10 nights of accommodation in moderately priced hotels or traditional inns.
- ✓ Comprehensive sightseeing tours and excursions including all entrance fees to local attractions
- ✓ 24-hour emergency service.
- ✓ Breakfast and Dinner.
- ✓ The all-inclusive Travel Protection Plan that includes full medical insurance, baggage, and accident insurance coverage, Tour Cancellation and Interruption coverage, and 24-hour emergency service.

Please see the attachment for the detailed itinerary and the many inclusions for the trip. Below I have also pasted the trip enrolment page so that you may view it online also. (<http://www.eftours.ca/tour-website/1941068AP>). The costs of the trip is approximately \$4200/ student.

Thank you for supporting all of the various activities and trips that we offer our students.

Sincerely,

Kaz Tomiyama

What you'll experience on your tour

Day 1: Fly overnight to Japan

Day 2: Tokyo

- Meet your Tour Director at the airport in Tokyo, city of contrasts. During your stay you'll encounter the Imperial Palace's stately grandeur close to stories-tall jumbotrons, bound to wow even the most seasoned city-dwellers. See Harajuku's young denizens blaze a path for fashion lovers everywhere in this inimitable shopping district. Counteract the bustle of Tokyo's streets with a visit to the Meiji Shinto Shrine. Quiet and stillness reign inside the elaborate Inner Garden, a wooded oasis in the middle of the city. Make your way to the largest Buddhist temple, Asakusa Kannon. Here, restaurants, theatres and cinemas surround a five-story pagoda—a perfect symbol of Tokyo's enduring past and ultramodern future.

Day 3: Tokyo

- Take an expertly guided tour of Tokyo: Ginza District; Imperial Palace Plaza; Shinjuku District
- Visit the Meiji Shinto Shrine
- Visit the Honda Welcome Centre
- Visit Asakusa Kannon Temple

Day 4: Tokyo

- Visit the Tokyo National Museum
- Enjoy free time in Ueno Park
- Take a tour of Akihabara
- Time to see more of Tokyo or
 - Participate in an origami class
- Take a walking tour of Shibuya

Day 5: Kamakura | Hakone

- Travel to Kamakura
- Visit the Hachimangu Shrine
- See the Great Buddha
- Continue on to Hakone. Boasting botanical gardens, an open-air museum and spectacular views of Mt. Fuji, Hakone welcomes tens of millions of visitors every year. Your stay includes a boat cruise on the sparkling Lake Ashi and a cable car ride up Mount Komagatake. Experience true Japanese hospitality when you spend the night in a traditional inn, or ryokan. During your stay, enjoy the simplicity of your surroundings and sleep on a futon atop tatami-matted floors—remember to remove your shoes before you enter.
- Spend the night in a traditional Japanese ryokan

Day 6: Hakone | Kyoto

- Travel to Owakudani
- Tour Hakone National Park
- Take a cruise on Lake Hakone
- Ride a cable car up Mount Komagatake
- Visit Odawara Castle
- Travel by bullet train to Kyoto, a city that conjures up images of sunlit walks around tiered pagodas and quiet lakes lined with cherry blossom trees. Experience this scenery firsthand on your visit to the tranquil Gold Pavilion, a Zen Buddhist temple painted in delicate gold leaf. As the national capital for over a millennium, Kyoto offers you a unique glimpse into the history of Imperial Japan. Long rows of iconic vermilion torii (gates) lead to the inner shrine of Fushimi-Inari Taisha, located near the base of the Inari mountain. Originally constructed to honour the god of rice, you can still see stone foxes, known messengers of Inari, standing throughout the elaborate complex. On your visit to Nijo castle, wander through the Japanese cypress halls that the powerful Tokugawa shogunate called home.

Day 7: Kyoto

- Take an expertly guided tour of Kyoto
- Visit Nijo Castle
- Visit the Gold Pavilion
- Time to see more of Kyoto or
 - Visit Nara: Todaiji Temple; Deer Park; Kasuga Shrine

Day 8: Kyoto

- Take a tour of Arashiyama Bamboo Forest
- Visit Inari Taisha Shrine
- Visit the Kiyomizu Temple
- Enjoy traditional Japanese art performances at Gion Corner

Day 9: Depart for home

• 2-DAY TOUR EXTENSION

Day 9: Kyoto | Hiroshima

- Travel by bullet train to Hiroshima
- Take an excursion to Miyajima Park
- Visit Istukushima Shrine
- Take an expertly guided tour of Hiroshima
- Visit the Peace Memorial Museum

Day 10: Osaka

- Visit Himeji Castle
- Return to Osaka

Day 11: Depart for home

The Land of the Rising Sun was an amazing trip! I highly recommend it to everyone! We saw and experienced so many things. Japan is a beautiful country with very welcoming people. Looking forward to my next EF Tour!

– JENNIFER, GROUP LEADER



Via Facebook

This was the best trip I have ever been on. Japan was absolutely beautiful and so very clean. The dining experiences were fascinating and something I would like to dive into again. Although if you like sushi, then the food is way better than what I thought. The shopping in Kyoto and Tokyo were fantastic (I wish I took more money with me). Everything in Japan is just so... so... efficient!

– SAMANTHA, TRAVELLER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____



SCHOOL DISTRICT 69 (QUALICUM)
District Field Trip - Request Form

POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL BALLENAS DATE (of application) Nov 9/16

DESCRIPTION OF PROPOSED ACTIVITY EF TOUR - JAPAN

DATE(S) OF PROPOSED ACTIVITY SPRING BREAK 2018 (MARCH 16-30)

PURPOSE OF PROPOSED ACTIVITY CULTURAL EXPLORATION OF JAPAN

TEACHER(S) KAZ TOMIYAMA (MORE IF NECESSARY)

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED NONE

OTHER ADULTS JENNIFER TOMIYAMA (MORE IF NECESSARY)

GRADE(S) 8-12

SUPERVISION: No. of Students 12 No. of Teachers 1 No. of EAs No. of Parents 1

TRANSPORTATION PARENT / PLANE / BUS / TRAIN

TRAVEL ITINERARY:
(Include departure and return times; for extended trips, please attach details of each stop.)

TBA

PROJECTED COST \$4000 DIRECT COST PER STUDENT ALL

SOURCE(S) OF FUNDING FUNDRAISING / PARENTS

ACCOMMODATION/MEALS (type of) HOTEL / BREAKFAST + DINNER INCL LUNCH STUDENT

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) YES (TO COME)
(b) Volunteer Driver(s) form(s) (attached) - for use of non-School District owned vehicle(s) YES (TO COME)
(c) Students will not be excluded through inability to pay expenses YES - FUNDRAISING OPPORTUNITIES
(d) Third Party Waiver, if applicable (form attached) YES IF REQ'D

- NOTE: 1) Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
2) Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
3) Approvals are required as follows:
a) Minor field trips - one day -Principal
b) Major field trips - overnight or longer OR if substitute required -Superintendent or designate
c) Extended field trips - out-of-province/international -Board of Education
4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL [Signature] DATE: Nov. 16, 2016.

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: DATE:
(Superintendent of Schools or designate)

OR:
APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: (date)

PER: Number of Substitute Days Hereby Authorized:

- DISTRIBUTION: WHITE ORIGINAL -Superintendent's Copy
CANARY -Approval Copy, return to school
PINK -Substitute Report Copy, return to school
GOLDENROD -School Copy, retained in school



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

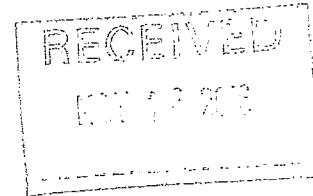
Box 1570, 135 N. Pym Rd
Parksville, BC V9P 2H4
Telephone: (250)248-5721 Fax: (250)954-1531

Rudy Terpstra, Principal

Kevin McKee, Vice Principal

Jane Reynolds, Vice Principal

November 14, 2016



School District 69 (Qualicum)
PO Box 430, 100 Jensen Avenue East
Parksville, B.C.
V9P 2G3

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Ballenas Secondary School Field Trip to the UK and France to commemorate the 100th Anniversary of the Battle of Vimy Ridge during April 1 – 17, 2017. This trip has been planned by Mr. Preston and is an excellent artistic, cultural, and historical learning experience for our students. There will be two chaperones (Mr. Preston and Ms. Confortin) along with 15 students.

I would ask that the Board grant final approval of this excellent opportunity for our students.

Respectfully submitted,

Mr. Rudy Terpstra
Principal, École Ballenas Secondary School



SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form

RECEIVED
NOV 13 2016
POLICY 5020

Co-Curricular & Extra Curricular Activities

SCHOOL ÉCOLE BAULENAS SECONDARY DATE (of application) OCT 31, 2016

DESCRIPTION OF PROPOSED ACTIVITY TRIP TO UK & FRANCE TO ATTEND THE 100TH ANNIVERSARY VIMY RIDGE commemoration

DATE(S) OF PROPOSED ACTIVITY APRIL 1-17, 2017

PURPOSE OF PROPOSED ACTIVITY EDUCATION ABOUT CANADA'S CONTRIBUTION TO WORLD WARS + OTHER HISTORY & LEARN OF UK + FRANCE

TEACHER(S) JON PRESTON, SHARON CONNOR

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED PRESTON: 8 (+1 COVERED BY EBSS); CONNOR 0

OTHER ADULTS -

GRADE(S) 1 x 8s; 6 x 10s; 7 x 11s; 1 x 12s

SUPERVISION: No. of Students 15 No. of Teachers 2 No. of EAs 0 No. of Parents 0

TRANSPORTATION BUS, PLANE, UNDERGROUND/METRO, MINIBUS

TRAVEL ITINERARY:
(Include departure and return times; for extended trips, please attach details of each stop.)
SEE ATTACHED

PROJECTED COST \$65,250 DIRECT COST PER STUDENT \$4350
(attach statement of details)

SOURCE(S) OF FUNDING FUNDRAISING & DIRECT PAYMENTS

ACCOMMODATION/MEALS (type of) HOSTEL, HOMESTAY + HOTEL

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) y
- (b) Volunteer Driver(s) form(s) (attached) - for use of non-School District owned vehicle(s) y
- (c) Students will not be excluded through inability to pay expenses N/A
- (d) Third Party Waiver, if applicable (form attached) N/A

- NOTE:
- 1) Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
 - 2) Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
 - 3) Approvals are required as follows:
 - a) Minor field trips - one day -Principal
 - b) Major field trips - overnight or longer OR if substitute required -Superintendent or designate
 - c) Extended field trips - out-of-province/international -Board of Education
 - 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: [Signature] DATE: Nov. 14, 2016

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: _____ DATE: _____
(Superintendent of Schools or designate)

OR:
 APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: _____
(date)

PER: _____ Number of Substitute Days Hereby Authorized: _____
(Superintendent of Schools or designate)



KWALIKUM SECONDARY SCHOOL

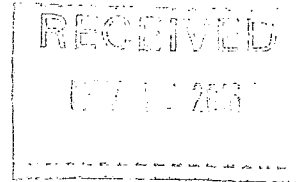
Working together to realize our full potential

Principal: Lori Marshall lmmarshall@sd69.bc.ca

Vice- Principal: Lesley Rowan lrowan@sd69.bc.ca

November 2, 2016

School District 69 (Qualicum)
PO Box 430, 100 Jensen Avenue East
Parksville, BC
V9P 2G5



Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Moscow Idaho from 2/22/2017 to 2/26/2017. This trip has been planned by teachers Dan Craven and Brent Kellas.

Please see attached itinerary for details.

We would ask that the Board grant final approval for this excellent learning opportunity for our students.

Respectfully,

Ms. Lori Marshall
Kwalikum Secondary School

Copy: Dan Craven and Brent Kellas, Sponsoring Teachers

**Kwalikum Secondary School
Music Program**

November 15, 2016

Re: Moscow Idaho Music trip;

We are requesting from the School Board of School District 69, final approval to take our Jazz Bands and our Vocal Jazz group to participate in the Lionel Hampton Jazz Festival that takes place in Moscow Idaho on February 22 – February 26th 2017. We have made sure that students will have ample opportunities to fund raise to help make the Moscow, Idaho tour. Students have the opportunity to generate funds through five major fund raising activities. We have listed some of the educational opportunities that students will benefit from by participating in this field trip.

Students will have an opportunity to perform (9 performances - jazz bands, jazz combos, vocal jazz, solo performances) and receive a clinic from educators and professional musicians.

Students will also have the opportunity to experience workshops given during the days that we are at the festival. We provide an assignment requiring students to write a brief summary of what they experienced and learned from their educational experience(s).

We will attend four evening performances that have extremely high-level Grammy winning jazz artists. Students will be able to listen, see and experience what professional artists of the highest caliber are like and relate their workshop experiences to an actual performance.

We also require students to see and hear other music groups and write a critique of the performance they have heard. This is a great activity for student to use concepts they learned during their workshop experiences.

We have a follow up student perspective sheet about their experiences from the participation on this field trip. Also students will be engaged in numerous school and community performances throughout the spring to demonstrate the progress of their learning and enrich the arts culture in their community.

Please contact us if you have any questions regarding our proposed tour.

Brent Kellas

Kwalikum Secondary School
bkellas@d69.bc.ca
250-752-5651 (ext106)

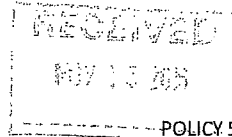
Dan Craven

Kwalikum Secondary School
dccraven@sd69.bc.ca
250-752-5651 (ext250)



SD69 QUALICUM

SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form



POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL QUALICUM SECONDARY DATE (of application) NOV. 15 2016

DESCRIPTION OF PROPOSED ACTIVITY LIONEL HAMPTON JAZZ FESTIVAL
MOSCOW ISLAND

DATE(S) OF PROPOSED ACTIVITY FEB 22-26

PURPOSE OF PROPOSED ACTIVITY FESTIVAL PERFORMANCES, CLINICS,
CONCERTS

TEACHER(S) CRAWN / KALLAS

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED 1.5

OTHER ADULTS ~~TOM~~ PLENK, SUSIE CRAWN, AMER ZEWENI, ^{Head of} PLENK

GRADE(S) 8-12 1 OTHER TBD

SUPERVISION: No. of Students 30 No. of Teachers 2 No. of EAs — No. of Parents 4

TRANSPORTATION HIGHWAY COACH

TRAVEL ITINERARY:
(Include departure and return times; for extended trips, please attach details of each stop.)
SEE ATTACHED

PROJECTED COST 700 DIRECT COST PER STUDENT 700
(attach statement of details)

SOURCE(S) OF FUNDING FUND RAISING PLAN

ACCOMMODATION/MEALS (type of) HOTELS

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) PC
- (b) Volunteer Driver(s) form(s) (attached) – for use of non-School District owned vehicle(s) PC
- (c) Students will not be excluded through inability to pay expenses CONTRIBUTORY FUND
- (d) Third Party Waiver, if applicable (form attached) N/A

- NOTE:
- 1) Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
 - 2) Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
 - 3) Approvals are required as follows:
 - a) Minor field trips – one day -Principal
 - b) Major field trips – overnight or longer OR if substitute required -Superintendent or designate
 - c) Extended field trips – out-of-province/international -Board of Education
 - 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: Or Marshall DATE: Nov. 15, 2016

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: _____ DATE: _____
(Superintendent of Schools or designate)

OR:
APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: _____
(date)

PER: _____ Number of Substitute Days Hereby Authorized: _____
(Superintendent of Schools or designate)



NEWS RELEASE

For Immediate Release
2016JTST0195-002236
Nov. 1, 2016

Ministry of Jobs, Tourism and Skills Training
and Responsible for Labour

B.C. government invests \$15 million for trades equipment in schools

VANCOUVER – Skilled trades students in British Columbia secondary schools will be the beneficiaries of a \$15-million investment for trades equipment in support of youth trades programs.

Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour, announced the program today as she proclaimed the second annual Apprenticeship Recognition Week in B.C. at a ceremony at Vancouver Community College, with celebrations happening around the province from Oct. 31 to Nov. 4.

The three-year Youth Trades Capital Program is open to school districts to apply for funds until the first week of January 2017 to strengthen trades programs in their schools.

Some of the requests that will be eligible for funding are:

- Capital investments for additional new equipment, replacement of older, obsolete existing equipment, or repair of existing equipment
- Tools (i.e. power, hand, pneumatic, cordless)
- Heavy machinery (i.e. car hoists, table saws, kitchen equipment)
- Trades equipment (i.e. work tables, benches, toolbox, stoves, small ware)
- Ventilation equipment (i.e. woodshop sawdust collector, cooktop ventilation system)

This new funding complements the recent announcement of the newly updated youth trades-training program that will provide B.C. students with the opportunity to discover, explore, train and work in the trades earlier in their school years. These programs map out a clear path for youth to start their trades training earlier in high school, through post-secondary and into the workforce where they can continue an apprenticeship.

Bond also announced that Vancouver Community College will receive over \$16,400 for an innovation pilot that will improve training outcomes and employability of apprentices.

Apprenticeship programs are one of the best ways for British Columbians to gain the skills and training they need to succeed in their chosen career. Through this investment into trades equipment as well as the innovation pilot and the newly updated youth trades training programs, the Province continually looks to improve outcomes in the apprenticeship system.

B.C. has reached a tipping point with fewer young people entering the workforce than older workers leaving it. That is why, through B.C.'s Skills for Jobs Blueprint, government is re-engineering education and training programs toward a data-driven system ensuring that investment decisions align with the needs of our rapidly changing labour market so that more British Columbians have the skills they need to be first in line for in-demand jobs.

Quotes:

Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour –

“We are expecting almost one million job openings in B.C. by 2025 due to retirements and economic growth. With investments like this, we are giving our future workforce the training and equipment they need to be the best qualified candidates and to be at the front of the line for these opportunities. Apprenticeship Recognition Week is an acknowledgement of the very important contributions made to our province by apprentices and their employers.”

Mike Bernier, Minister of Education –

“B.C. parents are counting on us to make sure our kids have the skills they need to succeed in our changing world. We are making greater investments in trades training opportunities for students in all areas of the province to ensure they are ready for the jobs of tomorrow.”

Gary Herman, CEO, Industry Training Authority –

“As we kick start the second annual Apprenticeship Recognition Week, we are reminded of the pivotal role that youth play in sustaining B.C.’s future economic growth. With more skilled tradespeople retiring from the workforce than entering it, we need to support youth in trades training so they are ready to respond to the increasing demand in the labour market – and it is with investments like this that we are able to do just that.”

Peter Nunoda, president and CEO, Vancouver Community College

“We have long been a proud partner with high schools to provide trades training for youth. It’s great to see youth get a head start on a trade and then to continue at VCC for further training and apprenticeship programs after graduating.”

Quick Facts:

- ITA provides more than 100 apprenticeship training programs in B.C., including 50 Red Seal trades.
- There are currently more than 39,000 registered apprentices in the industry training system (including youth) – more than double the 14,676 apprentices registered when ITA was created in 2004.
- B.C. is expecting up to one million job openings by 2025 due to retirements and economic growth.
- Eight of every 10 of these job openings will require post-secondary education or trades training.

Learn More:

Industry Training Authority: <http://www.itabc.ca/>

Industry Training Authority Youth: <http://www.itabc.ca/youth/>

B.C.'s Skills for Jobs Blueprint : <https://www.workbc.ca/Training-Education/B-C-s-Skills-for-Jobs-Blueprint.aspx>



NEWS RELEASE

For Immediate Release
2016PREM0131-002272
Nov. 3, 2016

Office of the Premier
Ministry of Education

WE Day students celebrate global acts of kindness

VANCOUVER – Today more than 20,000 B.C. students are being rewarded for taking action in their communities with a concert they'll never forget at the 2016 WE Day Vancouver event. The year's line-up includes Serena Ryder, Paula Abdul and Lilly Singh among many others.

Premier Christy Clark attended WE Day and announced that government is donating \$200,000 to WE – formerly known as Free the Children – to support WE Day and WE Schools educational programs. Since 2010, government has donated over \$1 million to WE.

“Today is a great example of how students can make lifelong connections and build valuable skills and that will serve them well into the future,” said Premier Clark. “Each and every student here today can be proud of their contributions, hard work and dedication to help others and make the world a better place.”

Education Minister Mike Bernier attended the education breakfast that kicked off WE Day Vancouver with educators, superintendents and school administrators.

“WE Day is a celebration of the hard work B.C. students are doing to make a positive difference here in B.C. and around the world,” said Bernier. “It is inspiring to see our students continue to build strong personal values and strong communities.”

Students cannot buy a ticket to WE Day. Instead, they earn admission by taking local and global actions during the school year, like volunteering, fundraising, collecting food for homeless shelters and raising money to build classrooms overseas.

Led by co-founders Craig and Marc Kielburger, WE Day is the manifestation of WE's values. WE Day Vancouver inspires youth to make a difference in their communities and around the world.

“In just the last year, students from 920 schools across B.C. have made truly remarkable impacts on their communities, volunteering over 750,000 hours and raising \$2 million in support of causes like the Fort McMurray wildfire relief, welcoming of Syrian refugees, hunger, bullying and poverty,” said Craig Kielburger. “We're grateful for the Province's generous support which will help empower even more young change-makers to get involved do great things in their communities.”

More than a one-day event, WE Day is connected to the yearlong WE Schools program, which provides educators with curriculum, educational resources and a calendar of ideas that challenge students to identify local and global issues like hunger and poverty. WE Schools helps young people turn the WE Day's inspiration into sustained action.



NEWS RELEASE

For Immediate Release
2016EDUC0244-002228
Nov. 2, 2016

Ministry of Education

Qualicum schools get funding for new flooring

PARKSVILLE – Students, teachers and staff at three schools in the Qualicum school district will benefit from \$202,300 in provincial School Enhancement Program funding.

Education Minister Mike Bernier announced today that the district will use the new funding to upgrade the flooring at École Secondaire Ballenas Senior Secondary school, Kwalikum Secondary school and Bowser Elementary school.

Government announced an extra \$20 million in funding under the program in September 2016. As a result, 217 school improvement projects have been approved to proceed throughout the province.

Out of the 217 approved projects, 122 schools will use the funding to upgrade their plumbing lines and fixtures. A number of districts will benefit from new or repaired roofs or upgraded fire response systems. For this round of funding, the Ministry of Education expanded the scope of eligible projects to include flooring upgrades and 30 schools will benefit from improved flooring.

As a result of B.C.'s fiscal discipline and balanced budget, government is able to support student learning, community development and local jobs through key investments like the School Enhancement Program.

Quote:

Mike Bernier, Minister of Education –

“Through the School Enhancement Program, we are continuing to deliver on our commitment to help school districts protect, preserve and extend the life of their schools. We are doing this to ensure that our students have the secure, safe and comfortable environment they need to succeed. Since the launch of this successful program, we’ve invested over \$100 million in school improvement projects throughout the province.”

Quick Facts:

- The School Enhancement Program is aimed at helping school districts extend the life of their facilities through a wide range of improvement projects, including:
 - plumbing, boiler and other mechanical upgrades;
 - heating and ventilation upgrades;
 - roof repairs or replacement;
 - windows, lighting and electrical system upgrades;
 - safety enhancements including fire protection; and

- flooring upgrades.
- Districts applied for funding to the Ministry of Education in September 2016. Successful projects were chosen based on need, priority and how well they support student learning and safety.
- To be eligible, projects must cost between \$100,000 and \$3 million and be substantially complete by March 31, 2017.
- Budget 2016 provides \$1.7 billion in capital funding over three years to replace aging facilities, build more student spaces in growing communities and improve school seismic safety.

Learn More:

B.C.'s School Enhancement Program: <http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/school-enhancement-program>

Media Contact:

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

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



STATEMENT

For Immediate Release
2016FIN0048-002339
Nov. 10, 2016

Ministry of Finance

Statement on Supreme Court of Canada's ruling

VICTORIA – Finance Minister Michael de Jong issued the following statement in response to today's Supreme Court of Canada's ruling regarding the relationship between the Charter-protected process of collective bargaining and government's pursuit of public-policy objectives that impact working conditions.

"We welcome the direction from the Supreme Court, as it addresses uncertainty in labour relations.

"The 2014 collective bargaining agreement was the longest agreement achieved with the BC Teachers Federation (BCTF) in B.C. history and it brought labour peace and stability to our classrooms.

"I would like to assure students, parents, teachers and employees in the education system that this stability continues, and this ruling does not bring disruption to classrooms.

"This was a ruling about the appropriate process to be followed in labour relations and the importance of constitutionally compliant consultation that must take place.

"The Court has confirmed that governments have the ability to legislate amendments to collective agreements. However, the process to legislate specific amendments in Bill 22, the Education Improvement Act (2012), was flawed.

"The six-year collective agreement we reached with the BCTF in 2014 included an agreement on the process that both the employer and union would follow when the Supreme Court gave a verdict. The collective agreement remains in place, and the employer and the BCTF will now meet to discuss how we move forward to address this aspect of the ruling.

"Government assures all parents and students we continue to be focused on outcomes for students. We have one of the best education systems in the world; student outcomes have improved significantly over the past 15 years. We have also established added investments like the \$100-million Learning Improvement Fund that involves classroom teachers in how to best meet the unique needs of their students and classrooms. We are committed to working constructively with the BCTF to keep making our classrooms better."



NEWS YOU CAN USE

For Immediate Release
2016AVED0107-002349
Nov. 14, 2016

Ministry of Advanced Education
Ministry of Education

B.C. continues as top choice for international students

VICTORIA – British Columbia universities are top choices for international students coming to Canada to study.

The recently-released Statistics Canada study, International students in Canadian Universities, 2004/2005 to 2013/2014, shows that B.C. universities had the highest proportion of international students compared to the other provinces and territories, at 17.6%. The study results are in line with data that shows one-third of all the international students who come to Canada to attend public and private K-12 schools and post-secondary institutions choose British Columbia.

International students choose B.C. as a study destination for the high-quality public and private colleges, institutes, universities and K-12 schools. Students are drawn to the province by the vast education opportunities, natural surroundings and welcoming communities.

As British Columbia celebrates International Education Week 2016, it is an opportunity to highlight international students and their unique stories. These students are enriching B.C. schools, institutions and communities throughout the province.

Tsz Chun, an international student from China, is now in his second year of high school in the Peace River North school district. He is enjoying a great Canadian experience as part of a hockey class and participates in the school basketball program. He was the recipient of a \$1,250 British Columbia International Student Ambassador Scholarship and plans to study mechanical engineering after graduating from Grade 12.

Lara Weis and Nik Bukovec came to Terrace from Berlin, Germany, to study in the integrated bachelor of science program hosted jointly by Northwest Community College (NWCC) and the University of Northern British Columbia. After arriving in B.C. in late July 2016, they quickly settled into the Canadian lifestyle before taking part in NWCC's unique Stewart/Telegraph Creek field school. The field school is an opportunity to learn from locals, see glaciers up close and visit the unique geological area found in Northern B.C.

International education is a rapidly growing service sector and it continues to have a significant impact on the economy and job creation. Each year, international students spend well over \$2 billion in B.C. on tuition, accommodation and other living expenses, arts and culture and recreation. This supports approximately 27,500 jobs and creates a positive economic effect on communities throughout the province.

International students also continue to drive the economy in B.C. long after they graduate, whether they decide to stay and work in their adoptive community, or pursue opportunities elsewhere in the province, utilizing their skills in the labour market.

Daniel Martinez was born and raised in Tampico, Mexico, where he earned a degree from the Instituto de Estudios Superiores de Tamaulipas. Martinez came to Nanaimo in 2007 to attend Vancouver Island University (VIU) to study for a master of business administration. While finishing his MBA in the fall of 2008, Martinez completed an internship with Integral Wealth Securities, was subsequently hired as an advanced financial planner and became a partner in 2012. Since then, he has become president of the Young Professionals of Nanaimo and a part-time finance instructor at VIU, as well as a board member of the Nanaimo Foundation. In 2014 he was recognized as one of Vancouver Island's Top 20 Under 40.

The B.C. International Education Strategy was launched in 2012 to promote the two-way global flow of students, educators and ideas between countries. Since then, B.C. has provided more than \$11 million in scholarship funding to give more B.C. students the opportunity to study abroad and to bring more international students to the province.

The number of international students studying in B.C. increased by 44% between 2010 and 2015 (from 90,037 in 2010 to 130,053 in 2015). The province is on track to meet the BC Jobs Plan goal of a 50% increase in the number of international students in B.C. by 2016. The international education sector, a key sector of the BC Jobs Plan, is part of the diverse, strong and growing economy in B.C.

Quotes:

Andrew Wilkinson, Minister of Advanced Education—

“Post-secondary students from around the globe choose B.C. for all that the province has to offer, including high-quality education and welcoming communities. Our government continues to strengthen and expand education partnerships with post-secondary institutions abroad to grow the social, cultural and economic benefits that international education brings to the province.”

Mike Bernier, Minister of Education —

“Families and students benefit from B.C. attracting international students from so many different countries. The cultures, ideas and friendships our students connect with can open the door to unimagined futures. Our kids’ futures are increasingly global – and international education connects to that.”

Ken Burt, president of Northwest Community College —

“Northwest Community College is proud to have international students studying in our region. They bring a unique perspective and integral cultural component to the classroom. We know students from other countries are keen to pursue their studies in the northwest and contribute to campus life in a meaningful way. The opportunity to live and learn abroad benefits international students, and also our domestic students, faculty, staff and the greater community.”

Randall Martin, executive director, B.C. Council for International Education—

“International Education Week is a global celebration of international academic mobility and its enormous benefits. The week provides us with an opportunity to reflect upon and to celebrate

the real benefits that international education has contributed to our world and to our lives. The contributions of students coming into our classrooms and communities from different cultures, learning and parts of the world can spur innovation and encourage a climate of civility, tolerance and respect. Socrates was a foreign student. Einstein was a refugee. We would be a poorer place without them and the many like them who have travelled to share and search for learning and growth."

Nik Bukovec, NWCC student from Germany–

"The main thing for us is the experiential in-the field learning. We have a field trip every week and so we get outside a lot to see what we are studying. As soon as even the smallest issue comes up we know who we can ask and those people help us with whatever we need. It's a great atmosphere, it's far more personal and you get to know the instructor."

Lara Weis, NWCC student from Germany–

"I think for me, it was super easy to understand the theories of geography after being in the field. I think it gives you a better understanding of the theory and helps you value it more. Having the small community in the college helps people integrate more in the Canadian lifestyle."

Daniel Martinez, former Vancouver Island University student, originally from Mexico–

"Sometimes I cannot believe I made the transition from student to business owner in only five years. Looking back over the past nine years at the support I received while studying at Vancouver Island University, and the support I received while starting my career, and also the numerous friends and colleagues that I have met, I can honestly say there is no other place I would rather be than B.C."

Learn More:

Read Nik Bukovec and Lara Weis's story as students in B.C. from Berlin, Germany: <http://news.gov.bc.ca/stories/exploring-the-northwest-and-learning-lessons-beyond-the-classroom>

Study in B.C. student stories: <http://studyinbc.com/student-stories/student-blogs/>

Education Quality Assurance designation, B.C. government seal of approval for post-secondary institutions: www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/education-quality-assurance

B.C. transfer system makes it easy for students to move between educational institutions within the province: www.bctransferguide.ca/

International education in B.C. factsheet: <https://news.gov.bc.ca/factsheets/international-students-in-bc>

BC Jobs Plan and international education: <http://engage.gov.bc.ca/bcjobsplan/economy/international-education/>

International Education Strategy: www2.gov.bc.ca/assets/gov/education/post-secondary-education/international-education/internationaleducationstrategy_web.pdf



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young/Eve Flynn

Committee Name: Building Learning Together Coalition

Meeting Location: Family Place

Meeting Time: November 10 2016

The Oceanside Building Learning Together (OBLT) is our early learners program, which is operated as a non-profit society. The Coalition includes community groups, government and others who are interested in early learning in District 69. OBLT operates Munchkinlands at Qualicum Commons and Family Place as well as Storybook Village.

The Heart-Mind Interest Group emerged from the OBLT Coalition and is dedicated to operationalizing Heart-Mind Principles into the Oceanside Community. Membership is fluid and open.

OBLT Coalition

Goals for the next year:

1. Preparing an Early Years Community Strategic Plan
2. Heart-Mind Activities
3. Continue to bridge between Early Childhood Education providers and Kindergarten.

Heart-Mind Interest Group

"Challenge" is becoming more detailed and focused. Next Meeting November 16

Heart-Mind 'Listener' Event (Invitation to local politicians etc. to listen)

Based on Heart/Mind and the work of Roger Hart on Healthy Communities. Sharing stories about the meaning and importance of play and developing play spaces in our community.

It Takes a Village

Volunteer Appreciation event postponed to January 17 5:00 PM at Quality Inn Bayside
OBLT is a non-profit society and anyone can join. Membership is \$10 per year.

Success by Six

Agreement that Strong Start Grant (\$7,000) goes to the WOW bus/Munchkinland programs to cover expenses for this outreach program.

Early Years Strategic Plan

Our first small group (Crew 1) began work on the first steps of the Spirals of Inquiry process. The crew reported on the materials gathered and research missing. Initial hunches were shared and considerable discussion occurred. Group will meet on November 17 to design an interview form so that language is consistent. Materials continue to be gathered. Community Groups and Parents must be involved.

Spooktacular

222 children gathered and broke attendance records despite the rain.

Pete the Cat transition to Kindergarten Event

April 20 at Oceanside Place. 158 prospective Kindergarteners attended last year and more are expected in 2017.

Saturday Morning Breakfast Club at Munchkinland Parksville

2 Volunteers and 1 Staff member. Great event 4 Saturdays 9:15-12:15 starting
November 26-December 17

\$10 a day Childcare

Presentation to QB Council December 5

Community Updates

Bridging Early Learning Education and Kindergarten event

March 3 hosted by Provincial Office of Early Years

Pacific Care and Qualicum First Nations

Theme boxes just out and they are great! Elders available to speak.

Dental Screening in School District 69

Found dental health difficulties at Bowser, Errington and Springwood. Follow up is
happening now.

BC 211 (phone line for Community Based Resources)

Coming in April

Next Meeting December 1, 2017 at noon

Thanks to Eve for taking notes at the meeting.



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: Eve Flynn
Committee Name: Ministry of Education-BCSTA 2nd Annual Partner Liaison Meeting
Meeting Location: Richmond, BC
Meeting Time: October 26, 2016 8:30 – 4:15

Committee Report:

This meeting is attended by all provincial School Board Chairs, Superintendents and Secretary Treasurers.

Dave Byng, Assistant Deputy Minister of Education, and a number of Ministry staff were in attendance. The meeting was intended to focus direction, cultivate collaborative cultures, deepen learning and secure accountability.

Table discussions occurred on sharing district elements that form Frameworks for Enhancing Student Learning. Identifying what supports and strategies are needed from the Ministry of Education was key to this work going forward. Districts shared the evidence used in preparing district and school goals for enhancing student learning.

Joan Axford, Executive Director of the BC Association of School Business Officials (BCASBO) and George Farkas, Assistant Deputy Minister of the Resource Management and Corporate Services Division, shared with us the key financial health indicators for public education and the reporting / information that the Ministry requires of us. Key to this is the Auditor General's Report on the K-12 Sector.

Student Voice was a panel of young people from Grades 7 to 12 who (through some key questions) connected their learning with the content of district strategic plans and the transformation of education that is underway in BC. Student supported the notion that the individual nature of their learning and having teachers meet their needs on a personal basis determined their success and enjoyment of learning.

These presentations are available on the Ministry website.



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: Eve Flynn
Committee Name: BCSTA Meeting of Board Chairs
Meeting Location: Richmond, BC
Meeting Time: October 27, 2016 8:30 – 3:00 pm

Committee Report:

The meeting opened with a debrief of the 2nd Annual Partners Liaison Meeting held the previous day with the Ministry of Education.

Shanna Mason, Assistant Deputy Minister, Capital Projects Unit, outlined the processes and plans required to secure funding for capital projects. It was noted that in the past districts have not managed to spend their capital funds in a timely manner due to issues with contractors/suppliers not being set up. Ms. Mason stressed the importance from the Ministry's perspective that if a district commits to a project that they have their planning aligned to be able to finish the project within the timeline and the capital funds provided are spent within the timeframe of the Ministry's financial year.

Mike Roberts, CEO of BCSTA, reviewed the key financial, audit, and performance management requirements as well as the Board evaluation processes that Trustees need to be mindful of based on the Auditor General's Report.

Don Avison of Avison & Associates has been tasked by the Ministry to review Aboriginal Education Enhancement Agreements. The agreements have been removed as a formal report to the Ministry and it is anticipated that there will be policy changes in this area. Mr. Avison will be visiting Districts to examine the ongoing work in Indigenous Education and how his findings could be reflected in a report to government.

Christina Zacharuk, CEO, Public Sector Employers' Council (PSEC) and Renzo Del Negro, CEO of the BC Public School Employers' Association (BCPSEA), reviewed the class size and composition history to 2002 and the upcoming Supreme Court of Canada (SCC) hearings regarding an appeal by the BC Teachers' Federation. At that time, it was thought that a decision could take as long as 6 months to 12 months. In anticipation of a decision by the SCC, the two parties had negotiated a re-opener as part of the negotiations leading to the 2013-19 Provincial Collective Agreement between the BCPSEA and the BCTF.

Board Chairs closed with a Q & A session with the Board of Directors.



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: Eve Flynn
Committee Name: BCSTA Provincial Council
Meeting Location: Vancouver Wosk Centre for Dialogue
Meeting Time: Friday Oct 28, 7:00 – 9:00 pm
Saturday Oct 29, 8:45 – 3 pm

Committee Report:

On Friday evening, George Farkas, Assistant Deputy Minister of Education, gave a presentation on K-12 Sector Financial Health. He spoke to the budget process between Districts, the Ministry of Education, and the Ministry of Finance. He noted that the need for stable, equitable and reliable funding is a clear message coming from BCSTA to the Minister.

A working group of representatives from BCSTA, BCASBO and the Ministry are working on common language e.g. the definition of “surplus”.

It was acknowledged that the student locator formula is flawed and a Technical Committee is reviewing this as well as the current funding formula.

There were three late motions accepted and approved by the assembly during the meeting regarding:

- a) Districts’ Temporary Exemption from the Foundation Skills Assessment
- b) Time Limit for Specially Appointed Trustees and a call for a by-election
- c) Extension of the timeline for implementation of the revised Grade 10-12 curriculum by one year

Member Boards also approved the 2015/2016 Audited Financial Statement as well as the budget plan for 2017/2018.

All documents can be found on the BCSTA website.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p>October 25, 2016 THAT the Board of Education of School District 69 (Qualicum) announce that it is considering the disposition of property located at 1830 Galvin Place (in the Meadowood community of Qualicum Beach); and, THAT the Board of Education of School District 69 (Qualicum) direct staff to seek community feedback through a Public Notice to be placed in the local media</p>	Secretary Treasurer	Notices have been placed in the PQB News, school newsletters, posted on the District's web-site and at Meadowood Store	November 30, 2016
<p>October 25, 2016 THAT the Board of Education of School District 69 (Qualicum) request that the BC School Trustees Association (BCSTA) rescind its Media Statement regarding the firing of the Vancouver School Board and reaffirm the BCSTA mission statement that includes supporting and advocating for public education and ensuring local control in our public schools</p>	Board Chair	Letter sent November 1, 2016 Response Received	Completed
<p>October 25, 2016 THAT the Board of Education of School District 69 (Qualicum) boycott the upcoming visit to the District by the Minister of Education, with the exception of the Board Chair who would, at that time, present Minister Bernier with a letter outlining the Board's stance and request that the Ministry of Education provide sustainable, adequate and predictable funding for public education</p>	Board of Chair	Letter drafted for presentation to the Minister on November 23 rd .	November 23, 2016
<p>September 27, 2016 Letter to Minister Bernier requesting districts be exempted from Foundation Skills Assessment testing until a new assessment tool is identified</p>	Board Chair	Letter sent – awaiting response from Ministry Response Received	Completed
<p>September 27, 2016 Letter to Minister Bernier requesting a response to the recommendations of the Select Standing Committee on Finance and Government Services</p>	Trustee Austin	Letter sent – awaiting response from Ministry	
<p>Establishment of Performance Assessment Committee (June 24, 2014)</p>	Senior Staff	In abeyance pending Ministry of Education's review of assessment, evaluation and reporting	In abeyance



Ministry of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER 69	NAME OF SCHOOL DISTRICT Qualicum	YEAR 2016
OFFICE LOCATION(S) 100 Jensen Avenue East		TELEPHONE NUMBER 250-248-4241
MAILING ADDRESS PO Box 430		
CITY Parksville	PROVINCE BC	POSTAL CODE V9P 2G5
NAME OF SUPERINTENDENT Rollie Koop		TELEPHONE NUMBER 250-954-4687
NAME OF SECRETARY TREASURER Ron Amos		TELEPHONE NUMBER 250-954-4675

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended June 30, 2016 for School District No. 69 as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED

EDUC. 6049 (REV. 2008/09)

Statement of Financial Information for Year Ended June 30, 2016

Financial Information Act-Submission Checklist

- | | <i>Due Date</i> |
|---|---------------------|
| a) <input type="checkbox"/> A statement of assets and liabilities (audited financial statements). | <i>September 30</i> |
| b) <input type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements) | <i>September 30</i> |
| c) <input type="checkbox"/> A schedule of debts (audited financial statements). | <i>September 30</i> |
| d) <input type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).. | <i>September 30</i> |
| e) A schedule of remuneration and expenses, including: | <i>December 31</i> |
| <input type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required. | |
| <input type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member | |
| <input type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required | |
| f) <input type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required. | <i>December 31</i> |
| g) <input type="checkbox"/> Approval of Statement of Financial Information. | <i>December 31</i> |
| h) <input type="checkbox"/> A management report approved by the Chief Financial Officer | <i>December 31</i> |

School District Number & Name School District No. 69 (Qualicum)

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2016

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Documents are arranged in the following order:

1. Management Report
2. Audited Financial Statements with Note Disclosure
3. Schedule of Debt (Schedule 1)
4. Schedule of Guarantee and Indemnity Agreements (Schedule 2)
5. Schedule of Remuneration and Expenses (Schedule 3)
6. Statement of Severance Agreements (Schedule 4)
7. Schedule of Payments for Goods and Services (Schedule 5)
8. Comparison of Scheduled Payments to Audited Financial Statements (Schedule 6)

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2016

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, McGorman MacLean, Chartered Accountants, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District

Rollie Koop, Superintendent

Date:

Ron Amos, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2016

SCHEDULE 1 - SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2016

SCHEDULE 2 - SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 69 (Qualicum) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

ELECTED OFFICIALS

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Austin, Julie	13,634.64	1,438.29
Flynn, Eve M.	16,361.50	2,483.24
Gair, Jacob	13,634.64	220.14
Kurland, Barry	13,860.56	2,742.50
Young, Elaine	14,772.13	442.60
TOTAL ELECTED OFFICIALS	<u>72,263.47</u>	<u>7,326.77</u>

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name.</u>	<u>Remuneration</u>	<u>Expenses</u>
Abel, Jaret	87,135.73	
Amos, Ronald	124,778.33	
Austin, Maria	86,217.23	
Ayers, Byron	79,599.55	
Barber, Donald	79,144.69	
Bate, Robert	104,796.50	6,969.99
Baynton, Catherine	79,152.14	
Bertrand, Gayle	79,516.71	
Bevilacqua, Barry	80,498.27	
Boates, Robert	86,728.50	
Bold, Donald	104,306.81	1,582.40
Bonnor, Laura	86,253.73	
Boudrot, Sara	78,717.55	
Bradbury, Monica	85,140.80	
Britz, Daryl	79,586.77	
Brown, Jill	78,241.03	
Burger, Elizabeth	79,586.77	
Burn, Rosalyn	86,948.53	
Campbell, Douglas	87,149.73	
Carmichael, Darin	85,176.12	1,534.72
Cathrine, Patricia	77,436.91	
Chapdelaine, Sylvain	87,043.64	
Charnock, Gaynor	86,943.74	
Cherniawski, Bear David P.	79,826.34	
Cleland, Louise	79,518.79	
Cleveland, Barbara	86,436.79	
Comer, Deborah	84,303.84	
Confortin, Shannon	81,610.24	
Conn, Jeremy	85,203.34	
Craig, Patricia	79,781.01	
Craven, Dan	79,599.53	
Crossley, Anne	86,708.89	
Daniel, Tim	79,587.06	
Daidsen, Bradley	77,325.06	
Dawley, Marsha	102,002.28	

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
De Buysscher, Debbie	86,268.25	
Dempster, Christen	84,172.23	7,335.66
Diewold, Jeannette	87,053.23	
Dinning, Robert	80,019.93	
Dobinson, Heather	132,135.73	
Dodd, Gordon	87,030.20	
Dorsay, Stephen	87,306.47	
Dragani, Erica	86,892.08	
Faa, Kerri	87,167.39	
Flynn, Gwendolyn	112,000.71	
Frampton, Carrie	86,878.66	
Frampton, David	78,447.83	
Fraser, David	79,512.94	291.19
Friesen, Yakov	87,257.09	131.76
Frieson, Karen	87,064.99	1,959.90
Frisson, Francine	91,549.41	2,134.03
Gayton, Randal	87,149.83	
Gibbs, Robert	85,089.46	42.66
Graff, Terry	86,539.09	
Gunn, Tandy	103,655.39	867.67
Harwijne, Keith	79,599.53	
Heinrichs, Norberta	84,307.04	
Henschel, Cody	83,791.92	2,041.16
Hockin-Grant, Lee Anne	78,723.12	
Holman, Mindy	79,586.69	
Hung, Ryan	91,784.26	888.61
Indriksons, Harry	87,067.49	
Jancowski, Patricia	77,322.07	
Janssen, Deirdre	85,185.56	
Jenkins, Anne M	107,547.47	319.00
Jezersek, Raymond	89,254.28	
Johnsen, Corby	76,408.42	
Katchur, Karen	86,268.03	
Kellas, Brent	79,159.44	558.87
Kenny, Michael	87,142.65	

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Klassen, Dennis	87,122.57	
Knight, Jane	79,603.69	
Koop, Roland	150,866.27	1,707.26
Kortas, Helena	78,705.50	
LaCouvee, Lesley	75,543.62	
LaFleche, Maureen	86,971.31	2,108.53
Lapper, Jayne	86,708.83	
Larsson, Ian Ivar	92,239.30	465.90
Lawrence, Karen	85,997.81	
Lewis, Greg	86,796.15	
Luck, James	76,336.51	174.40
Lukianchuk, Paul	84,576.87	
Lunny, Jennifer	80,383.62	
MacIntyre-White, Tracy	87,149.57	
MacVicar, Dave	77,784.77	
Marshall, Lori	112,947.55	
Mason, Kim	78,301.79	
McCallum, Leslie	79,599.51	
McConachie, Brenda	87,053.23	
McKee, Kevin	104,306.78	
McKee, Sherri	78,717.83	
McKinnon-Sanderson, Corleen	82,967.69	2,208.84
McLatchie, William	79,586.77	
McLaughlin, Barbara	86,694.73	
McLeod-Shannon, Rosie	104,132.91	200.00
McMillen, Kevin	78,717.55	
McNabb, Mary	80,017.92	
Meier, Jolin	87,149.23	
Meredith, Gregory	86,872.33	
Mihoc, Maria	79,586.77	
Mitchell, Laurie	118,379.44	
Morgan, Michelle	87,089.69	
Morrison, Sheila	107,705.49	
Morrison, Tarri	84,760.21	
Mostad, Karen	86,913.86	

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Murray, Lynne	79,504.27	
Myhre MacDonald, Carol	87,053.23	
Nailor, Graeme	87,311.58	
Nikula, Brian	107,712.47	
Nikula, Jessica	86,253.73	
Nowak, Tobias	79,609.06	
Osborn, David	88,284.24	1,660.72
Ouellet, Luc	87,053.23	
Parkin, Paulette	87,153.40	
Pawliuk, Robin	87,649.45	
Pearce, Anne	86,267.93	
Pearce, James	87,196.49	
Pepper, Ross	109,117.98	12,461.07
Pickard, Jennifer	79,504.27	
Pintal, Daniel	79,204.25	
Preston, Jonathan	79,586.77	
Preston, Sophie	86,773.20	
Price, Elizabeth	79,599.88	
Proctor, Janis	87,149.49	
Prosser, Frank	87,674.78	
Rasa, Lilian	85,185.24	
Raviglione, Manuela	84,393.48	
Reynolds, Jane	104,117.19	
Rhode, Patrick	82,224.55	
Robson, Richard	87,135.73	
Rowan, Lesley	98,440.71	
Saremba, Anthony	107,712.50	
Saremba, Eileen	83,681.06	
Savage, Carl	82,266.54	
Savage, Gary	86,136.92	
Schulz, Jacquelyn	87,053.23	61.29
Seidel, Edward	93,635.73	
Shepherd, JoAnne	116,239.98	1,203.84
Slaughter, Keli	86,829.46	
Slaughter, Shelly	86,817.65	

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Snyder, Darren	78,532.16	
Spencer, Tevis	78,515.48	
Spencer-Dahl, Denise	75,543.15	
Spray, Bryan	90,526.83	
Stahley, Stephen	92,264.85	1,444.75
Standing, Donald	86,730.26	
Standing, Kathryn	85,961.56	
Steel, Kerri	102,533.91	3,545.05
Stefanek, Larry	87,325.01	
Stefanek, Ruth	75,834.45	
Stepp, Lisa	84,744.76	
Stewart, Judith	87,053.23	
Stiglich, Dino	78,288.86	6,639.73
Sullivan, Deanna	78,586.02	
Taudin-Chabot, Marian	78,491.75	
Taylor, Autumn	79,618.84	29.02
Terpstra, Rudolph	117,488.64	
Thirlwell, Mandy	79,504.27	67.27
Thomas, Judy	77,776.29	
Tickell, Karen	86,156.27	
Tomiyama, Kazuo	86,330.74	
Verheyen, Sandra	87,148.02	
Vollmers, Shayne	87,188.28	
Waters, Jodi	80,585.27	947.93
Waters, Jon	78,704.95	
Williams, Diane	102,050.20	
Williams, John	107,712.47	68.95
Williams, Kathryn	78,717.83	
Wilson, Bradley	87,408.63	
Wilson, Gillian D	125,452.20	2,281.98
Wilson, Kimberley	78,951.62	1,214.93
Wilson, Reid	85,339.35	30.00
Witte, Jesse	117,680.01	
Woods, Matthew	86,236.38	
Worthen, Brian	96,785.80	
Worthen, Kati	86,577.49	

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
TOTAL DETAILED EMPLOYEES > 75,000	15,462,505.00	65,179.08
TOTAL EMPLOYEES <= 75,000.00	<u>17,114,983.83</u>	<u>290,205.47</u>
TOTAL EMPLOYEES OTHER THAN ELECTED OFFICIALS	32,577,488.83	355,384.55
CONSOLIDATED TOTAL	<u>32,649,752.30</u>	<u>362,711.32</u>
CONSOLIDATED TOTAL, REMUNERATION PAID	<u>33,012,463.62</u>	
TOTAL EMPLOYER PREMIUM FOR CPP/EI		<u>1,735,262.58</u>

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2016

SCHEDULE 4 - STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between School District No. 69 (Qualicum) and its non-unionized employees during fiscal year 2015-16.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES

DETAILED VENDORS > 25,000.00 :

<u>Vendor Name</u>	<u>Expense</u>
ACME SUPPLIES LTD.	97,043.45
ANDREW SHERET LIMITED	40,707.52
APPLE CANADA INC. C3120	41,323.24
AURORA ROOFING LTD.	87,896.50
AXIS SYSTEMS GROUP INC.	34,679.53
B.C. HYDRO & POWER AUTHORITY	454,160.79
B.C.T.F. (DUES)	32,772.33
B.C.T.F. (SIF)	28,073.20
BCSTA	39,046.20
CDW CANADA INC.	84,278.50
CITY OF PARKSVILLE	74,291.43
DESTINATION SNOW	46,451.95
E.B. HORSMAN & SON	55,574.14
ESC AUTOMATION, INC.	44,913.32
FIRST TRUCK CENTER	566,490.80
FORTISBC	253,080.08
GRAND & TOY LIMITED	78,691.91
GUARD.ME INTERNATIONAL INSURANCE	46,506.30
HARRIS COMPUTER CORP.-CAYENTA	51,826.34
HAYLOCK BROS. PAVING LTD.	143,016.79
INSIGHT CANADA INC.	155,513.02
INSURANCE CORPORATION OF B.C.	29,136.00
INVESTORS GROUP	30,000.00
ISLANDS TRUST	57,127.93
JORN VON CONRUHDS	44,470.00
KEV SOFTWARE INC.	25,004.00
KOERS & ASSOCIATES ENGINEERING LTD.	34,583.28
M.A.T.A.	53,401.90
MADILL - THE OFFICE COMPANY	28,546.86
MCGORMAN MACLEAN	42,532.88
MID ISLAND CONSUMER SERV. CO-OP	179,691.90
MIKE'S COMPUTER SHOP	143,994.87
MINISTER OF FINANCE	70,184.42
MINISTER OF FINANCE, MEDICAL	435,132.09
MORNEAU SHEPELL	26,117.36

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES

DETAILED VENDORS > 25,000.00 :

<u>Vendor Name</u>	<u>Expense</u>
MUNICIPAL PENSION PLAN	999,469.92
NORTHERN COMPUTER	25,207.00
OAKCREEK GOLF & TURF	76,001.52
OCEANSIDE BUILDING LEARNING	212,566.09
OLYMPIC INTERNATIONAL SALES LTD	67,872.00
PACIFIC BLUE CROSS	758,342.53
PUBLIC EDUCATION BENEFITS TRUST	385,324.03
QDPVPA-PERSONAL PROFESSIONAL DEV	45,798.75
RICOH CANADA INC.	66,916.12
ROCKY POINT ENGINEERING LTD	57,671.24
SCHOOL DISTRICT #23(CENTRAL OKANAGA	26,954.26
SUN COAST WASTE SERVICES	40,227.08
SUPER SAVE PROPANE	26,871.30
SUPER SAVE PROPANE	30,782.46
SWING TIME DISTRIBUTORS	40,692.55
TEACHERS' PENSION PLAN	3,219,268.32
TELUS COMMUNICATIONS (B.C.)	51,636.56
TELUS MOBILITY CELLULAR INC.	36,213.89
THE GREAT WEST LIFE ASSURANCE CO.	68,740.93
THE SHERWIN-WILLIAMS CO.	30,351.44
TOWN OF QUALICUM BEACH	26,668.19
TRIBUNE BAY OUTDOOR EDUCATION SOC.	56,666.70
UNITED FLOORS	27,646.09
VANCOUVER ISLAND UNIVERSITY	157,691.87
WEST BAY MECHANICAL LTD.	258,248.56
WOLSELEY MECHANICAL GROUP	164,689.29
WORKERS' COMPENSATION BOARD	258,826.33
	<hr/>
TOTAL DETAILED VENDORS > 25,000.00	10,873,605.85
TOTAL VENDORS <= 25,000.00	2,716,945.47
	<hr/>
TOTAL PAYMENTS FOR THE GOODS AND SERVICES	13,590,551.32
	<hr/>

**SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2016**

**COMPARISON OF SCHEDULED PAYMENTS TO AUDITED FINANCIAL STATEMENT EXPENDITURES
SCHEDULE 6**

SCHEDULED PAYMENTS

Schedule of Remuneration and Expenses	
Remuneration	\$ 32,649,752
Employee Expenses	362,711
Employer Portion of EI and Canada Pension Plan	<u>1,735,263</u>
Total Schedule of Remuneration and Expenses	\$ 34,747,726
Schedule of Payments for Goods and Services	<u>13,590,551</u>

CONSOLIDATED TOTAL OF SCHEDULED PAYMENTS	<u>\$ 48,338,277</u>
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FINANCIAL STATEMENT EXPENDITURES

Operating Fund Expenditures	\$ 43,764,654
Trust Fund Expenditures	3,528,128
Capital Fund Expenditures	3,134,519

CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES	<u>\$ 50,427,301</u>
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DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND FINANCIAL STATEMENT EXPENDITURES	<u>(2,089,024)</u>
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EXPLANATION OF DIFFERENCE

The schedule of payments for the provision of goods and services differs from the financial statements in the following ways:

- 100% of GST paid to suppliers is included, whereas the financial statement expenditures are net of the GST rebate
- Third party recoveries of expenses from PAC and school fundraising activities may not all be adjusted for in the schedules
- Employee benefits may be duplicated in the schedule of payments where also reported in employee remuneration
- Travel expenses that are paid directly to suppliers may be duplicated in employee expenses
- Other miscellaneous cost recoveries that may not have been deducted from the scheduled payments

The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the schedule of remuneration and expenses, and accounts payable balances that are not reflected in the schedule of payment for the provision of goods and services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.



SCHOOL DISTRICT No.69 (QUALICUM)

November 1, 2016

Ms. Teresa Rezansoff, President
BC School Trustees Association
4th floor - 1580 West Broadway
Vancouver, BC V6J 5K9

Dear Ms. Rezansoff:

Following your media statement regarding the firing of the Vancouver School Board by Minister Bernier, the Board of Education of School District 69 (Qualicum) passed the following motion at its Regular Board Meeting of October 25, 2016:

THAT the Board of Education of School District 69 (Qualicum) request that the BC School Trustees Association (BCSTA) rescind its Media Statement regarding the firing of the Vancouver School Board and reaffirm the BCSTA mission statement that includes supporting and advocating for public education and ensuring local control in our public schools.

The Board of School District 69 is a strong supporter of democratically elected boards and public education for all.

Sincerely,

Eve Flynn, Board Chair

cc: Board of Education SD69
Rollie Koop, Superintendent of Schools
Ron Amos, Secretary Treasurer

File: 0530-01



British Columbia
School Trustees
Association

November 9, 2016

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

RE: Reply to your letter of November 1, 2016 regarding BCSTA President's media statement regarding the firing of the Vancouver Board of Education

Dear Eve,

Thank you for sharing the motion from your board regarding BCSTA's media statement on the firing of the Vancouver Board of Education. It is important that member boards freely share their perspectives on all BCSTA actions as we are answerable and accountable to you.

As I am sure you appreciate, the firing of the Vancouver board created a great deal of immediate interest by the media. The first calls for interviews and a response from BCSTA came within minutes of the Minister's announcement.

My statement to the media was not intended to support the actions of government in firing the Vancouver board. It was, however, not a surprise to me when that board was fired for three reasons:

- Historically, every other board that has failed to pass a balanced budget as required under the School Act has been immediately fired.
- The entire senior staff leadership team of the district had gone on sick leave.
- Four of the nine trustees on the Vancouver board were publically calling for government intervention because of the decisions of the board as a whole.

It was, however, the call by several individual Vancouver trustees themselves for government intervention that pointed toward what I saw as likely government action. Those same trustees have in fact since stated "...that firing of the Board was the only responsible option the Minister had." (*please see attached*).

I, and the BCSTA Board of Directors, fully support democratically elected boards of education and public education for all students. BCSTA has already called for by-elections in both the Vancouver and North Okanagan-Shuswap school districts as well as the creation of legislation requiring by-elections within six months of a board being

dismissed. The BCSTA board of directors adamantly supports the need for elected boards of education in each and every school district in B.C.

As this is a significant topic worthy of full discussion, I would like to suggest that I, along with one or two other members of the board of directors, come to your district to meet with your board face-to-face. Would you please consider a time in the reasonably near future when such a meeting might be possible?

Thank you once again for sharing your thoughts with us. The board of directors have spent considerable time reviewing your motion, but would also like to discuss it with you directly.

Sincerely,

A handwritten signature in black ink, appearing to be 'Teresa Rezanoff', written in a cursive style.

Teresa Rezanoff
President
BC School Trustees Association

Cc BCSTA Board of Directors

Subject:

Letter from former NPA Vancouver School Board Trustees



Dear Supporter,

We, the former NPA School Board trustees, want to clarify and explain our position with regards to the recent dismissal of the Vancouver School Board.

First we want to thank you for electing us to represent the kids of Vancouver. While we are deeply disappointed not to be able to continue the work that you elected us to do, we believe that firing the Board was the only responsible option the Minister had at the time (firing only those trustees that voted against the budget was not a legal option). There was no other choice - not only legally but in order to provide a healthy, safe environment so senior school board staff would return to work. When complaints of harassment are levied against trustees, they have to go.

We want to address some of the confusing and misleading information we are hearing and that you may be reading/seeing in the media:

1. How can a democratically elected board be fired? All school trustees must abide by the B.C. School Act, which required school boards to submit a balanced budget by June 30th, 2016. In June, 5 (Vision and Green trustees) out of 9 trustees chose to vote NO to submitting a balanced budget. In essence this is breaking the law. You break the law, you get fired. The entire board must be fired, even those of us who voted to submit a balanced budget.

2. The Board was about to submit a balanced budget so why were you fired? Much has been made of the premise that Vision and Green trustees were about to vote for the budget they previously dismissed. They cited a "new requirement" from the Minister of Education for school boards to submit a balanced budget in order to move ahead with seismic upgrades. This is not true. We did not receive any correspondence from the Minister about a NEW requirement. We did receive a letter from the Minister of Education on September 23, clarifying that having schools at 95% capacity had never been the condition for seismic upgrading. The Minister was providing clarity, not issuing a new requirement - in other words, nothing changed between June when Vision and Green trustees refused to pass a balanced budget and last week when the board was fired.

3. The removal of the 95% capacity requirement by the Minister was what changed things, wasn't it? This was never a reason for potential school closures. The original process did not rely on the 95% utilization target, and several Vancouver schools that were below 95% capacity were approved for

seismic upgrading. The reasons for considering school closures were declining enrolment, excess space and having more funds to directly impact education in the classroom.

When considering school closures, there was the possibility of getting schools seismically upgraded faster. For example if an entire population of a school could be moved into a neighbouring school, only one school would need to be seismically upgraded. This means double the number of kids are safer, faster. The closed school could be leased for revenue to put back into schools, and potentially reopened in the future should populations change. During the consultation for the long range facilities plan, 50% of parents said they accepted school closures if they provided a positive impact on programs for kids.

4. Some people believe the main role of an elected trustee is advocacy. Not according to the B.C. School Act - the role is to co-govern with the Province and to facilitate the effective teaching and learning of students. We, the NPA trustees, took this definition seriously and it guided our actions. This is one of the reasons we voted for a balanced budget - it is the law. Advocacy is also necessary and important but it can be done in conjunction with managing finances, providing stewardship, and making tough decisions that will ultimately have a positive impact on all of the children throughout the district.

Trustees knew the potential consequence of not passing a balanced budget. Some trustees voted against the budget and publicly declared they were willing to be fired for this. We found the delaying tactics of these trustees, and public criticism of the work of senior school board staff, very difficult to watch. It made our Board meetings and planning sessions an intolerable, toxic place to be. The advocacy-driven agenda, political posturing and spinning of facts got in the way of what we were all there to do - work together to provide the best possible education for the kids of Vancouver.

Again, while we are disappointed not to be able to continue the work that you elected us to do, we believe that firing the Board was the only responsible option the Minister had. We hope that in time the system will be improved for the benefit of our students.

Thank you for your continued support.

Penny Noble
Fraser Ballantyne
Christopher Richardson
Stacy Robertson





October 27, 2016

Ref: 190883

Eve Flynn, Chair
Board of Education
School District No. 69 (Qualicum)
Email: eflynn@sd69.bc.ca

Dear Ms. Flynn:

Thank you for your letter dated October 4, 2016, regarding the Foundation Skills Assessment (FSA). The FSA is administered annually to all BC students in Grades 4 and 7 and is designed to assess the student's ability to understand and use written language and to solve problems mathematically.

Over the last year, Ministry of Education staff and teachers from across the province have been working to improve and enhance the FSA to align with the new curriculum, and to support the core competencies. The new design includes a collaboration activity, choice of themes, engaging questions and student reflection, while continuing to focus on the foundational skills of reading, writing and numeracy. The new FSA design will be field-tested this fall and all schools with students in Grades 4 and 7 are invited to participate. Schools can choose to test out small portions of the new design or conduct a more fulsome field-test.

While we test out the new FSA design, it is important for there to be continuity of data to support decision-making. In order to have data from the 2016/2017 school year, the FSA will be administered from January 9 to February 17, 2017, and all schools with students in Grades 4 and 7 are required to complete the assessment.

While I acknowledge the current FSA has not been designed to support the updated curriculum, the skills assessed in the FSA are foundational and will provide valuable information about reading, writing and numeracy. The data from the FSA serves as one important piece of information within a comprehensive set of performance indicators, which in turn supports meaningful and effective planning for continuous improvement of the education system.

Again, thank you for writing and sharing your concerns. We appreciate your support of the education transformation currently underway.

Sincerely,

Mike Bernier
Minister



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 1 of 2

The Board of Education believes that every child deserves an education free from bullying, intimidation, discrimination, harassment and violence. Student safety is paramount and can only be realized through ongoing focus on fostering safe, caring and inclusive school communities and ensuring schools have appropriate education, prevention and intervention strategies in place.

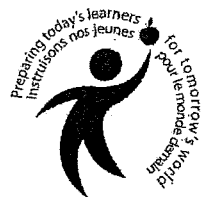
The purpose of this policy is to guide staff in their efforts to create safe, caring and inclusive learning environments and develop prevention and intervention strategies for dealing with harmful behaviours and threats or risks of violence.

Central to these efforts to create safe, caring and inclusive learning communities is the Board's commitment to support staff as they seek to:

- **develop positive school cultures and focus on prevention**
- **use school-wide efforts to build compassionate communities which foster respect, inclusion, fairness and equity**
- **set, communicate and consistently reinforce clear expectations of conduct**
- **teach, model and encourage positive social behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights**
- **assume responsibility, in partnership with the wider community, for resolving critical safety concerns**
- **develop multi-disciplinary (multi-agency) community protocols for violence threat or risk assessment**
- **work together to better understand issues such as:**
 - **bullying**
 - **intimidation**
 - **harassment**
 - **discrimination**
 - **racism**
 - **sexual orientation and gender identity**
 - **sexism and homophobia**
 - **behaviours that are harmful to self and others**

and to learn new skills to respond to the above

- **respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging**
- **establish procedures, protocols and practices that promote school safety**
- **engage in continuous professional learning designed to foster safe school communities and address emerging safety concerns**
- **maintain a secure and calm environment that fosters alert and engaged learners**



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

DEFINITIONS:

- a) **Bullying** occurs when one or more individuals target another with the purpose of harassing or inflicting verbal, physical or emotional harm. Bullying is different from ordinary conflict or quarrelling: when bullying occurs, there exists a power imbalance:
- b) **Intimidation** occurs when one or more individuals target another with the intent of causing fear and apprehension through verbal and/or non-verbal threats.
- c) **Discrimination** occurs, for the purposes of this policy, when an individual is subjected to insults, ridicule, or alienation for reasons of:
- race
 - colour
 - ancestry
 - place of origin
 - religion
 - marital status
 - family status
 - physical and mental disability
 - sex
 - sexual orientation
 - **gender identity or expression;**
 - **and**
 - **age**
 - **other like discrimination**

The Board of Education supports the values expressed in the *BC Human Rights Code (2016)* prohibiting discrimination based on the items listed above.

- d) **Harassment** occurs when one or more individual's verbal and/or non-verbal (e.g. gestures) behaviour towards others is, and is intended to be: insulting, humiliating, malicious, degrading or otherwise offensive.
- e) **Violence** occurs when words or actions (threatened or actual) are used with the intent of harming oneself, another person, or a group.

References:

- *Administrative Procedure: Safe, Caring and Inclusive School Communities*
- *BC Human Rights Code (July 2016)*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 1 of 8

Purpose

The Board of Education recognizes its responsibility to provide safe, caring and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in the Criminal Code of Canada.

School Codes of Conduct (previously Board Policy 7001)

The Board of Education believes that a "Code of Conduct" with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, **gender identity or expression, and age.**

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a code of conduct for the school. This code of conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. Principals and Vice-Principals have the overall responsibility to see that codes of conduct are enforced and have paramount authority for the discipline of students.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 2 of 8

3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.
4. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the School Code of Conduct.
5. Significant breaches of the Code of Conduct and related disciplinary/restorative responses noted in the district student information system.
6. The code of conduct will clearly state a range of consequences for inappropriate behavior.
7. Each school's code of conduct shall be filed for approval by the Board of Education by October 15th, annually.
8. The school's code of conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools by April 15th of each school year (*attached form*).
9. The school's code of conduct shall be posted publically.
10. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

Student Dress Code (previously Board Policy 7003)

1. Each school is required to develop, in consultation with all ~~partner groups~~ **students, parents, teachers, staff and administrative personnel**, a school dress code.
2. The school's dress code ~~may be a separate school policy or may be incorporated into the school's student behaviour code~~ **of conduct**.
3. The school's dress code should address such issues as the following:
 - a) the student's health and safety;
 - b) protective clothing/equipment for participants in specialized programs;
 - c) the wearing of clothing, insignias, symbols or adornments which may promote the use of controlled substances including, but not limited to, drugs, alcohol, tobacco;
 - d) the wearing of clothing which features offensive or vulgar words, pictures or drawings;
 - e) the wearing of clothing which features phrases/pictures of a sexual nature or phrases/pictures that are derogatory regarding a person's **race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 3 of 8

- f) the wearing of clothing which features any group or philosophy which advocates violence or disruption;
 - g) the wearing of clothing which is considered unduly revealing.
4. The school's dress code may be reviewed annually by the partner groups students, parents, teachers, staff and administrative personnel as part of the code of conduct review and is to be reviewed with parents and students as deemed appropriate or as required by the school's dress code policy.

Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence

The Board expects that each school in the district will ensure:

- a) that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b) that students are informed on an annual basis, in language appropriate to their age level about the following:
 - the definition of bullying, intimidation, discrimination, harassment, and violence
 - the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
 - the interventions listed in this administrative procedure

Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence

An allegation of bullying, intimidation, discrimination, harassment, or violence may shall be made informally through a verbal report to a staff member or, more formally, in writing to the principal or vice-principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

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Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal or retaliation or shunning/isolation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Investigation

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

Intervention

When there is a finding that has occurred intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible

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- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the principal/designate to be appropriate or legally required

Student Locker Searches (previously Board Policy 7040)

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff of any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

Questioning of Students by Law Enforcement Authorities (previously Board Policy 7035)

School and district administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

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Issues of particular importance to school and district administration in current legislation are:

- (a) the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- (b) the potential admissibility of all statements made by students to school authorities

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.

Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

Violence, Threat, Risk Assessment (VTRA)

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "Fair Notice" that each threat will be taken seriously.

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Students and staff who become aware of a threat have a duty to inform the school principal/vice principal immediately.

The principal or vice principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school code of conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

The school threat assessment team is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.

School threat assessment teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school principal as per the district VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a district threat assessment team will be convened by the Safe Schools Coordinator or superintendent.

The district threat assessment team will meet with the school threat assessment team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action and the superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 7030: *Suspension of Students* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 7030: *Suspension of Students*.

Schools are to report all threats involving threat assessment procedures to the superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the superintendent's office.

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Appeal

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

Other Laws

Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, the Criminal Code of Canada or civil action.

Other District Policies and Procedures

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 7000: *Safe, Caring and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

References:

- *Board Policy 7000: Safe, Caring and Inclusive School Communities*
- *Board Policy 7001: Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*
- **Guidelines: School Support for Trans and Gender Non-Conforming Students (Vancouver School Board)**



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BOARD POLICY 7000 7001

STUDENT DISCIPLINE

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The Board of Education believes that a positive discipline program at all times is intended:

- a. to develop and maintain an environment in which all students are able to learn.
- b. to protect the rights of all students to learn.
- c. to encourage all students to reach their full potential.

The Board of Education expects that students shall comply with Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education in order to maintain an environment conducive to learning. All students need to be provided with the greatest possible assistance and support from within and outside the system. Out-of-school suspension should be used judiciously in the context of a progressive discipline model.

The Board of Education will ensure that all students who have been suspended for more than five (5) days and who appear before a District Discipline Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

References:

- *Administrative Procedure: Student Discipline*
- *School Act Sec. 76(3)*
- *Charter of Rights and Freedoms*

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ADMINISTRATIVE PROCEDURE

STUDENT DISCIPLINE

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1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the code of conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals must take appropriate progressive disciplinary action when:
 - a. students fail to abide by the code of conduct established in a school to the extent that their behaviour is wilfully disobedient or has a harmful effect on other students; or,
 - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 76(3) of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and his/her parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by registered mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District Discipline Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.

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ADMINISTRATIVE PROCEDURE

STUDENT DISCIPLINE

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9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene the District Discipline Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District Discipline Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principal have left, the District Discipline Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District Discipline Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.
12. To protect the student's right to privacy, all copies of written reports originally distributed to District Discipline Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

References:

- *Board Policy 7001: Student Discipline*
- *The School Act: Sections 26, 76(3), 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*



The Board of Education recognizes that in order to provide the greatest opportunity for healthy student growth and development the school environment must be free of mood altering substances.*

The Board of Education shares responsibility with the community for addressing problems associated with the use of such substances.

***For the purposes of this Policy and accompanying Regulations Administrative Procedure, "mood-altering substances" refer to alcohol and drugs prohibited or restricted under the Food and Drugs Act and the Narcotic Control Act Controlled Drugs and Substances Act but exclude drugs which have been prescribed for the student by a physician and which are being used in the manner prescribed.**

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7030: Suspension of Students*
- *Administrative Procedure: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

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1. FIRST INCIDENT

- i. Any student of an ELEMENTARY SCHOOL (K-7) engaging in any of the following while under the jurisdiction of the school shall have a meeting with the principal, the school counselor and his/her parents/guardians at the earliest opportunity:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

Taking into account the advice of this meeting, the principal will make a decision regarding the outcome of the incident or incidents. Outcomes may include disciplinary consequences for the student, recommendation for support from school staff, and/or referral to the District Drug and Alcohol Review Committee.

If referred to the District Drug and Alcohol Review Committee, the committee may recommend further disciplinary consequences, support or RCMP involvement.

- ii. Any student of a SECONDARY SCHOOL (8-12) engaging in any of the following while under the jurisdiction of the school shall immediately be placed on an "In-School Suspension" for a period of no more than four (4) days and the student shall be referred to the District Drug and Alcohol Review Committee:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents/guardians verbally and confirmed immediately in writing. A copy of Board Bylaw 5: *Parent/Student Appeals to the Board of Education* will be enclosed.

The Superintendent or designate shall be notified in writing and the RCMP may be contacted. The decision as to whether criminal charges will be laid rests with the RCMP.

The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

2. REPEAT INCIDENTS

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on "Out of School/At Home" suspension and referred to the Superintendent and/or designate for a decision as to which committee the student will be referred to: the District Drug and Alcohol Review Committee or the District Discipline Committee.

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ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

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3. DISTRIBUTION/TRAFFICING OF ALCOHOL OR ILLICIT DRUG(S)

Any student of any age who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Discipline Committee.

In addition, the RCMP will be notified and will determine if criminal charges are warranted.

4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

In most cases the District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- ~~one~~ **two** school administrators
- ~~one school counselor~~

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will make recommendations regarding the level of support and/or intervention which might be required to assist the student to successfully continue with his/her educational program and support the student in making healthy choices.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counseling
- referral for family support
- school suspension in accordance with Board Policy 7030: *Suspension of Students*
- change of educational program
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the *School Act*

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7030: Suspension of Students*
- *Board Policy 7165: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*



TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees with allergies and chemical sensitivities, all students, employees and visitors are to be considerate in their use of scented products when attending school district facilities or events.

SCENTED PRODUCT CATEGORIES

1. Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

2. Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

These lists are intended to be representative, not exhaustive.

In sufficient concentrations, chemically-scented products may trigger responses to those with allergies or chemical sensitivities. Reported symptoms can include, but are not limited to:

- Headaches, migraines
- Dizziness, lightheadedness
- Weakness
- Confusion
- Numbness
- Upper respiratory symptoms
- Skin irritation
- Nausea
- Fatigue
- Malaise
- Anxiety
- Difficulty with concentration
- Sinus congestion
- Loss of appetite

Out of respect for the health and safety of those with allergies or chemical sensitivities, the Board strongly encourages all staff, students and visitors to avoid or reduce the use of scented products and to replace them with unscented alternatives.

This list is intended to be representative, not exhaustive.

References:

- *Administrative Procedure: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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PURPOSE

There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.

We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.

Susceptible individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Asthmatics commonly cite fragrances as initiating or exacerbating their asthma. Fragrances are also implicated in vascular changes that can trigger migraines in susceptible individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.

Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.

Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.

All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

WHAT IS THE DISTRICT DOING ABOUT IT?

Recognizing that chemicals, including fragrance chemicals, can negatively impact on indoor air quality, the District

- Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.
- Promote the use of environmentally-friendly and least harmful products in cleaning materials and building materials.
- Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.
- Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.

WHAT CAN YOU DO TO HELP?

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for their understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal to assist in finding a solution to your situation. You may ask your Principal/Vice Principal to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

WHAT CAN THE PRINCIPAL/ VICE PRINCIPAL DO?

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe their health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE

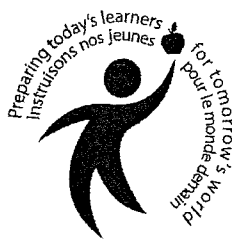
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WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

- If an individual or your Principal informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

References:

- *Board Policy 8007: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Board Administrative Procedure: Reporting of Suspected Child Abuse and Neglect*
- ***The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers*** (January 2016) (www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protectingchildren/childabusepreventionhandbook_serviceprovider.pdf)
- ***Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report*** (www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protectingchildren/childabusepreventionhandbook_generalpublicbooklet.pdf)
- ***Child, Family and Community Services Act***
- ***District 69 Tri-Lateral Protocol***

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

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Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

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When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

Procedures for Reporting Suspected Child Abuse or Neglect

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

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Reminders

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children.

It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Board Policy 7140: Reporting of Suspected Child Abuse and Neglect*
- *The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (January 2016)* http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- *Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report* https://www.bced.gov.bc.ca/sco/resourcedocs/child_welfare_your_role.pdf
- *Child, Family and Community Services Act*
- *District 69 Tri-Lateral Protocol*

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

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CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

Page 5 of 5

4. INFORMATION FROM THE STUDENT'S DISCLOSURE OR YOUR REASONS TO BELIEVE THE STUDENT HAS BEEN OR IS LIKELY TO BE IN NEED OF PROTECTION (CONVERSATION, EVENTS, OBSERVATIONS OR CIRCUMSTANCES): ATTACH ANOTHER SHEET IF NECESSARY. (*FOCUS ON FACTUAL INFORMATION*)

Attach the child's writing, drawing, or artwork that supports this report. Sign and date these.

5. DOCUMENT ANY INFORMATION THE CHILD PROTECTION WORKER SHARED WITH YOU.

6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: ____ No: ____

7. YOUR SIGNATURE: _____

DATE: _____ TIME: _____

8. RETURN A COPY OF THIS FORM TO THE PRINCIPAL FOR SAFEKEEPING. SEAL THE ORIGINAL COPY OF ALL INFORMATION IN AN ENVELOPE. DATE, SIGN, MARK IT 'CONFIDENTIAL TO THE ATTENTION OF THE EXECUTIVE ASSISTANT OF THE SUPERINTENDENT'. TAKE TO THE EXECUTIVE ASSISTANT OF THE OFFICE OF THE SUPERINTENDENT AT THE SCHOOL BOARD OFFICE. IT WILL BE FILED CONFIDENTIALLY.

DO NOT PLACE IN STUDENT FILE.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

COPYRIGHT

Page 1 of 1

Purpose:

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

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

1. The Board designates the administrator responsible for the a District Resource Centre **staff member** to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCEOPY, SOCAN).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. ~~At the first staff meeting of the school year,~~ The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Policy **Procedures** and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.

References:

- *Copyright Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

FUNDRAISING IN SCHOOLS

Page 1 of 1

Purpose:

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

The Board of Education believes that fundraising is most acceptable when it provides a service or a product in the community.

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

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

ANIMALS IN SCHOOLS

Page 1 of 1

Purpose:

The Board of Education believes that animals kept in schools or visiting schools should be for educational purposes only, with the exception of certified assistance dogs.

1. The Principal shall approve all animals that are brought into the schools for educational purposes.
2. Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size and characteristics of the animal.
3. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
4. Animals shall not be allowed to roam freely in the school.
5. Animals shall **should** not be left in schools during holiday periods, and, where practicable, teachers responsible will make arrangements for their care in other locations.
6. When animals are to be kept in the classroom teachers shall ascertain that:
 - a. students and school personnel are not allergic to their presence;
 - b. the animals are free from any diseases or body parasites;
 - c. the animals will present no physical danger to students; and,
 - d. students will be instructed in the proper care and handling of the animal.
7. Staff shall not bring their own household pets into district schools except for educational purposes.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

Page 1 of 1

Purpose

~~The Board of Education recognizes that the Health curriculum organizer of Health and Career Education K to 7, Health and Career Education 8 and 9, and Planning 10 include prescribed learning outcomes that some students and their parents may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting.~~

The Board of Education also recognizes the parent's role as primary educators in the development of their children's attitudes and values.

While the Ministry of Education does not allow for the omission of the Health and Career **Physical and Health Education** Curriculum, it does allow for parents, in consultation with the teacher and/or principal, to arrange for alternatives to regular classroom instruction as a means of addressing these outcomes.

~~This policy applies only to the prescribed learning outcomes in the Health curriculum organizer of Health and Career Education K to 7, Health and Career Education 8 and 9, and Planning 10. The policy does not apply to any other prescribed learning outcomes in these IRPs, nor does it apply to any other provincial curriculum/IRP.~~

It is each school's responsibility to inform parents, well in advance, when issues of a sensitive nature are planned for specific class instruction/discussion. Teachers will hand out, at the beginning of the course, a list of topics to be covered in the health component so that parents can determine which topic(s), if any, they wish to have addressed either by an alternate approach in the classroom or by assuming responsibility for providing the alternate delivery of the topic(s) outside of regular classroom instruction.

Parents who request that their children not participate in Health and Career **Physical and Health Education** Curriculum class activities where sensitive topics are discussed must address the topics in the alternative manner provided by the Ministry. It is expected that parents who arrange for alternate delivery will address the health-related learning outcomes. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a) The parent and students will discuss the area(s) of concern with the classroom teacher to determine if an alternate approach may be used in the classroom.
- b) A request to the principal or designate may be made for the student to complete sensitive topics outside regular classroom instruction if accommodation is deemed to be inappropriate during the classroom period.
- c) The parents will assume responsibility for the completion of sensitive topics outside of regular classroom instruction and the demonstration that the prescribed learning outcome has been met.

~~This policy and regulations are to be reviewed annually with professional staff in September of each school year and this policy is to be conveyed to parents, in its entirety, in the school's September newsletter.~~ **This administrative procedure is to be reviewed annually with professional staff and parents.**

References:

- *Physical and Health Education Curriculum K-9 (2016) BC Ministry of Education*
- *Ministerial Order M307/16: Sec. 2(e) Required Areas of Study in an Educational Program*