



REGULAR BOARD MEETING AGENDA

TUESDAY, DECEMBER 19, 2017

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. Approval of Regular Board Meeting Minutes: November 28, 2017 p 1-6
- b. Ratification of In Camera Board Meeting Minutes: November 21, 2017 p 7
- c. Approval in Principle for an International Student Field Trip to Portland/Seattle from March 19 to 22, 2018. p 8-12
- d. Final approval for a Kwakwaka'wakw Secondary School student field trip to Moscow, Idaho from February 21 to 25, 2018. p 13-17
- e. Ministry News
 - New child-care spaces will help families around BC p 18-19
 - Students in six schools to gain easier access to healthy water p 20-21
 - Education and Prevention the Focus of Human Rights Commission Recommendations p 22-23
- f. Reports from Board Representatives to Outside Organizations
 - BCSTA Trustee Academy – Trustee Young p 24-26
- g. Status of Action Items - December 2017 p 27

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 19, 2017, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES)

a. School Presentation

(Gillian Wilson)

6. BUSINESS ARISING FROM THE MINUTES

7. TRUSTEE HIGHLIGHTS

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

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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. **Creation of Capital Planning Committee of the Whole** (Ron Amos) p 28-29
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) receive and approve the Terms of Reference for the Capital Planning Committee.
13. **INFORMATION ITEMS**
- a. **Educational Programs Update** (Gillian Wilson)
- b. **Education Planning Update** (Rollie Koop)
14. **CORRESPONDENCE ATTACHED**
- a. **Thank you message from Roots of Empathy International Office** p 30
15. **POLICY/ADMINISTRATIVE PROCEDURE** (Chair Flynn)
- a. **Board Policy 6170: Employee Conflict of Interest** p 31-34
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of the revisions to Board Policy 6170: *Employee Conflict of Interest* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.
- b. **Board Policy 3002: Cooperation of School and Learning Communities** p 35-40
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve the revisions to the Administrative Procedure to Board Policy 3002: *Cooperation of School and Learning Communities* at its Regular Board Meeting of December 19, 2017.
- c. **Board Policy 7000: Safe, Caring and Inclusive School Communities** p 41-53
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve the revisions to the definitions to Board Policy 7000: *Safe, Caring and Inclusive School Communities* and the revisions to its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.

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- d. **Administrative Procedure: Policy Information Check with Vulnerable Sector Screening (PIC_VS)
(Formerly Criminal Record Check)** p 54-56
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *Policy Information Check with Vulnerable Sector Screening (PIC_VS)* at its Regular Board Meeting of December 19, 2017.
- e. **Board Policy 7010: Student Fees and Band Instruments Rental
(Merging of Board Policies 7010 and 7065)** p 57-59
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7010: *Student Fees and Band Instruments Rental* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.
- f. **Board Policy 7015: Catchment Areas/Cross Boundary Transfer** p 60-62
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the revisions to Board Policy 7015: *Catchment Areas/Cross Boundary Transfer* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.
- g. **Board Policy 7054: Transportation of Students by District School Bus Service** p 63-64
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the revisions to Board Policy 7054: *Transportation of Students by District School Bus Service* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.
- h. **Board Policy 7059: Corporate/Community Sponsorships, Partnerships and Advertising in Schools
(Merging of Board Policies 7059 and 7060)** p 65-69
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the revisions to Board Policy 7059: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.
- i. **Board Policy 7155: Emergency Preparedness** p 70-73
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the revisions to Board Policy 7155: *Emergency Preparedness* and its attendant Administrative Procedure at its Regular Board Meeting of December 19, 2017.

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- j. **Administrative Procedure: Performance Management Process – Superintendent of Schools and Exempt Staff (Formerly Board Policies 6195 and 6196)** p 74
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *Performance Management Process – Superintendent of Schools and Exempt Staff* at its Regular Board Meeting of December 19, 2017.
- k. **Administrative Procedure: Emergency Closure of Schools/Worksite - Employees (Formerly Board Policy 6135)** p 75-77
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *Emergency Closure of Schools/Worksites - Employees* at its Regular Board Meeting of December 19, 2017.
- l. **Administrative Procedure: Emergency Closure of Schools - Students (Formerly Board Policy 7160)** p 78-79
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *Emergency Closure of Schools - Students* at its Regular Board Meeting of December 19, 2017.
- m. **Administrative Procedure: District Scholarships (Formerly Board Policy 7061)** p 80
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *District Scholarships* at its Regular Board Meeting of December 19, 2017.
- n. **Administrative Procedure: Boarding Subsidy (Formerly Board Policy 7070)** p 81
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure: *Board Subsidy* at its Regular Board Meeting of December 19, 2017.

16. TRUSTEE ITEMS

17. NEW OR UNFINISHED BUSINESS

18. PUBLIC QUESTION PERIOD

19. ADJOURNMENT

4. APPROVAL OF THE CONSENT AGENDA

The three approvals for international field trips were moved under *Action Items*.

- a. Approval of Regular Board Meeting Minutes: October 24, 2017
- b. Ratification of In Camera Board Meeting Minutes: October 17, 2017
- c. Ministry News
 - Standing up for inclusion
 - High five an apprentice: It's Apprenticeship Recognition Week in BC
 - Investing in education helps students succeed
 - British Columbia celebrates International Education Week
 - Sign your children up today for the BC Training and Education Savings Grant
- d. Reports from Board Representatives to Outside Organizations
 - BCSTA Provincial Council – Trustee Flynn
 - Ministry of Education Partner Liaison Meeting – Trustee Flynn
 - BCSTA Board Chairs Meeting – Trustee Flynn
 - Tribune Bay Outdoor Education Centre Society – Trustee Austin
 - Oceanside Building Learning Together Coalition– Trustee Austin
 - District 69 Recreation Commission – Trustee Young
 - Indigenous Education Services Committee – Trustee Young
- e. Status of Action Items - November 2017

17-98R

Moved: Trustee Young

Seconded: Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 28, 2017, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS**a. Core Competencies - Kwalikum Secondary School**

Jolin Olson and Dayna Johnson, teachers from Kwalikum Secondary School, provided an overview of the COMPASS program which provides an opportunity for students to be focused on the core competencies as they work through their curriculum. The cohort of students range from Grades 8 to 12 and have a wide range of learning needs and social emotional needs.

Ms. Lori Marshall, Principal of Kwalikum Secondary School, then shared the Scholantis Portfolio template that they will be using for Grades 8-10 students to do their self-reflection on their core competencies. This also gives teachers the opportunity to provide feedback to the students.

b. Kwalikum Secondary School Solar Project

Chris Dempster, General Manager of Operations, introduced Jason Jackson from Hakai Energy Solutions, who provided some background to solar photovoltaic technology and highlighted the solar project at Kwalikum Secondary School. The project will also provide learning opportunities for students. Solar power data generated can be viewed at <http://monitoring/solaredge.com/solaredge-web/p/home#/dashboard>

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS**Trustee Austin**

- The Building Learning Together WOW Bus is ready to go back on the road. A launch party is being held on December 6th from noon to 2:00 at Storybook Village.

Trustee Young

- The BCSTA Fall 2017 Trustee Academy which focused on *Education Evolution: Student-Centred Governance*.
- Keynote speakers topics focused around Indigenous Education, Health Care and Sexual Orientation Gender Identify (SOGI). The Minister and Deputy Minister of Education also addressed attendees and the BCSTA unveiled its Trustee Learning Guide (the HUB) a web site dedicated to Trustee Professional Development.

Trustee Kurland

- Displayed photographs of what a day in the life of a student in Syria looks like, which was in stark contrast to schools in BC.

Trustee Flynn

- The REDress Project ceremony held on Monday, November 27th at the Parksville Civic and Technology Centre as part of the National Day of Action for Missing and Murdered Indigenous Women in Canada.

Trustee Gair

- Congratulations to the Ballenas Secondary students who took top honours at Model United Nations event in October and to the teachers who guide the Ballenas Model UN Club.
- The student panel at the BCSTA Fall 2017 Trustee Academy.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Debbie Comer, President, commented on the following:

- Attended the BC Teachers' Federation Leadership Institute on November 23/24, 2017.
- Attended the Career Fair hosted by the District for practicum teachers, which began at the District Resource Centre and ended at the Quality Resort Bayside, to encourage practicum teachers to apply to the District.
- Provided examples of the impacts of the shortage of Teachers Teaching on Call (TTOC's) in the District while recognizing the District's efforts to add to the TTOC list.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

No Report

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Chair Flynn shared the following from a written report provided by Andrea Button, DPAC Chair:

- The December DPAC Meeting has been cancelled.
- DPAC is presenting a food safe course for parents and there were still some spaces available.
- Parent concerns expressed regarding the shortage of Teachers Teaching on Call (TTOC's) in the District, particularly for the French Immersion Program.

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD

12. ACTION ITEMS**a. Statement of Financial Information (SOFI) Report****17-99R**

Moved: Trustee Young *Seconded:* Trustee Gair

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, 2017.

CARRIED UNANIMOUSLY

b. International Field Experiences

Superintendent Koop acknowledged that Trustees may have some questions prior to approving the student trips to Japan given the current concerns with North Korea and the trip to Nicaragua which can have its own challenges.

The Board expressed its confidence in the planning done at the school level by school administrators and the teachers spearheading those trips and Trustees were assured that current situations will be monitored and the trips would be halted should there be any major concerns and/or travel advisories to those two countries.

17-100R

Moved: Trustee Young *Seconded:* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) give final approval for a Kwalikum Secondary School student field trip to Japan in March 2018; and,

THAT the Board of Education of School District 69 (Qualicum) give final approval for a Ballenas Secondary School student field trip to Japan in March 2018; and,

THAT the Board of Education of School District 69 (Qualicum) give final approval for a Ballenas Secondary School student field trip to Nicaragua in March 2018.

CARRIED UNANIMOUSLY

13. INFORMATION ITEMS**a. Educational Programs Update**

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

- Staff have been meeting with MATA to review the district calendar and anticipate presenting a draft at the December Regular Board Meeting.
- District purchase of over 50 electronic devices for the District Resource Centre, to be shared out to the system. The most recent recipients were students at Bowser Elementary School.
- Provided hard copy examples of the core competencies identified at Bowser Elementary School.
- Teaching & Learning Team met in the morning to share what is being done with Applied Design, Skills and Technologies in the District to ensure that is incorporated in students' everyday learning and not an isolated course.
- The District Carpenters have created carts filled with trades equipment and are working with classroom teachers to give them a level of comfort in working with those tools before sharing the trades equipment with their students. The carts will provide opportunities for the schools which do not have dedicated shop space to use Applied Design, Skills and Technologies throughout their curriculum.
- An Educational Technology meeting was held and attendees reviewed the Technology Plan created last year from feedback obtained from individual schools and from an on-line survey. The new Technology Plan is aligned

with the current District student priority of how to support educational technology to enhance student learning. A copy of the 2016-21 Technology Plan was provided to Trustees.

- A Coding session will be held in January.
- Work continues on interviewing candidates to fill the District compliment of Teachers Teaching on Call. The District is working through how best to support professional development with a small TTOC list. Teachers have been flexible and working together to create those opportunities and are being given release time on another day for prep time.
- Carrie Reid is in the process of creating auditory books in the Hul'qami'num language which use visuals from nature and Indigenous artifacts to assist in the teaching of the language when an Indigenous Education Worker is not available in person. The District now has three schools that are taught Hul'qami'num.
- Staff are also working on a Social Studies 6/7 package including Indigenous content and considering using Google Classroom to 'explore' local rivers and lakes.

b. Education Planning Update

Superintendent Koop reported on the following District initiatives:

- Appreciation to the Human Resources Department for coordinating the event for practicum teachers and being available to answer questions about the working for the District.
- Kindergarten students from Springwood Elementary who are learning how to be community helpers visited the Board Office on Tuesday, November 28th. Five departments hosted activities demonstrating what it means to be a community helper.
- The District's Career Programs have been recognized as a regional top performer for secondary school apprenticeships which has garnered a \$5000 reward in the Secondary Student Apprenticeship category. The hard work of members of Career Education Department and the teachers who direct students to the program was acknowledged.
- The Junior Whalers will be playing for the Provincial Championship on Saturday, December 2nd at BC Place.
- Superintendent Koop has been working with Blackberry Creative to create a strong visual representation that goes beyond the Enhancing Student Learning Plans and represents some approaches to learning in order to assist parents in understanding the changes being undertaken in education. It is anticipated that the newspaper wrap will be distributed in late December or early January and a copy will also be sent home with students.
- Senior Staff are working on the next series of policy updates, the first of which will be presented to the Board at its Board Policy Committee Meeting on Friday, December 1 for Trustees' consideration.
- Trustees and Senior Staff will also be considering the next steps to reaffirming or revising the Strategic Priorities for 2018/19.

14. CORRESPONDENCE ATTACHED

- a. **SD69 Letter to Ministers James and Fleming re: Proposed Amendment to the *School Act***
- b. **SD69 Submission to BCSTA re: BCPSEA Board of Directors**
- c. **BCSTA Letter to Ministers James and Fleming re: Key funding priorities for the 2018 Education Budget**

15. POLICY

a. Board Policy 6170: Conflict of Interest

17-101R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of the revisions to Board Policy 6170: *Conflict of Interest* and its attendant Administrative Procedure at its Regular Board Meeting of November 28, 2017.
CARRIED UNANIMOUSLY

b. Rescinding of Policies

17-102R

Moved: Trustee Flynn *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) rescind the following policies at its Regular Board Meeting of November 28, 2017:

- Board Policy 6010: *Recruitment*

CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS

a. Christmas Oranges

17-103R

Moved: Trustee Gair *Seconded:* Trustee Kurland

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.

CARRIED UNANIMOUSLY

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

None

19. ADJOURNMENT

Trustee Gair moved to adjourn the meeting at 8:47 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
November 21, 2017

ATTENDEES:

Trustees

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

Administration

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

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

- Land
- Labour
- Legal

No motions were presented for approval at this meeting.

Chairperson

Secretary Treasurer

International Student Program



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

November 30, 2017

Board of Education – School District # 69 (Qualicum)

This letter will stand as my approval for the field trip to Portland/Seattle planned by the International Student Program Activity Coordinator, Jenny Atkinson.

The trip to Portland/Seattle is planned for March 19-22, 2018 with approximately 22 students and two chaperones.

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

Respectfully,

Ross Pepper
District Principal
International Student Program

Cc: Rollie Koop

RP/bb

International Student Program



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

November 30, 2017

Board of Education – School District # 69 (Qualicum)

Re: Fieldtrip Objectives: Portland/Seattle, March 19-22, 2018

At the end of the fieldtrip to Portland/Seattle, participating International Students will:

1. Have an understanding of the differences between Canadian and American culture.
2. Participate in sightseeing/educational activities which are unique to the areas. These activities could include:
 - a. Museum of Pop Culture
 - b. Seattle Space Needle
 - c. Seattle Walking Tour
 - d. Seattle Bus Tour
 - e. NBA Basketball game
 - f. Multnomah Falls
3. Create a unique "bonding" experience for students. This fieldtrip comes near the end of the students stay in Canada and during the Spring Break. The travel and hotel experience allows for an exceptional final adventure.

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

Respectfully,

Carrie Philip
Sponsoring Teacher

Cc: Gillian Wilson

CP/bb



TOUR PROPOSAL

For: *Qualicum School District, Jenny Atkinson*
Prepared: *September 26, 2017*

TOUR OPTIONS OVERVIEW:

	Tour Descriptions	Date*	Price
1	Seattle & Portland Tour with NBA Portland Trailblazers Game	March 19-22, 2018	\$625.00

TRANSPORTATION DESCRIPTION:

- Pricing is based on a mini coach accommodating up to 24 passengers including students and chaperones

Notes:

- All prices are the net, non-commissionable rate and include all taxes

GROUP OVERVIEW

Qualicum International School District would like to offer their students aged 13-17 years a variety of educational and fun activities including an NBA game in Portland

SEATTLE & PORTLAND 4-DAY TOUR

Tour Date: March 19-22, 2018

Price Includes:

- 1 night's hotel accommodation at the Warwick Hotel in Seattle based on quad occupancy for students
- 2 nights at the Embassy Inn near Portland Oregon based on 5-6 students per room
- Two complimentary chaperones included using 1 room with 2 double beds
- Mini coach transportation
- 1 experienced, friendly and fun Tour Guide
- Admission to Space Needle
- Admission to MOPOP - Museum of Pop Culture (formally called the EMP)
- Ride the Ducks
- 2 hours of play at Gameworks & Pizza Dinner
- No Tax shopping in Portland's Woodburn Outlet Malls
- Portland Trailblazers NBA Game
- Pittock Mansion
- Enroute entertainment, games and prizes
- All taxes

Tour Itinerary:

Day 1: Tsawwassen to Seattle

- 9:45am – Meet your bus and tour guides at the Tsawwassen Ferry Terminal (Take the 7:45am ferry from Duke Point)
- Go through customs at the Canada/USA Border. All passengers must pay the \$6 USD processing fee and have their original passport
- 10:45 Depart for Seattle and stop for lunch enroute (own expense)
- Arrive in Seattle this afternoon and visit the MOPOP Museum (admission included)
- 6:00 pm Game Works is included this evening with 2 hours of game time and pizza dinner including potato chips and unlimited soft drinks.

Day 2: Seattle to Portland

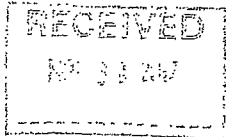
- 9:00 am – Depart for today's activities including a 90 minute 'Ride the Duck Tour' offering a fun city tour both by land and water on their amphibious vehicles that makes it possible.
- 11:00am – Travel to Portland Oregon known for it's 'keeping it weird' campaign offering eclectic stores, unique outdoor art and food. Stop for lunch enroute.
- 5:00pm Arrive at your hotel and check in.
- Tonight you have tickets included to the NBA Game between the Portland Trail Blazers and Houston Rockets.

Day 3: Portland

- 8:15 am Breakfast at your hotel
- 9:00 am Depart this morning for downtown Portland with time to explore fun and eclectic stores that have made this City well known such as Powell's book store offering 1 million new and used books and Voodoo Donut a must stop for everyone who loves sweet treats.
- Later visit the Historic Pittock Mansion that also offers panoramic views of downtown Portland and Mount Hood along with rich history about the home built with lavish detail.
- This evening travel to Woodburn Outlets with lots of designer stores to choose from ...and no taxes to pay in Portland! Return to your hotel at 9:30pm

Day 4: Portland to Tsawwassen

- 7:00am Breakfast included
 - 7:45am Check out of your hotel and depart Multnomah Falls on the Columbia River Highway known for it's scenic views including the Columbia Gorge.
 - 10:00am Depart for the return trip home with stops for meals along the way.
 - 5:00 arrive at the Canadian border, be sure to have your ID and receipts ready to show the border. Once processed depart for Tsawwassen and your return ferry home to Duke Point.
-



FORM SD69-FE10

Request for Preliminary Approval of Category 4 or 5 Field Experience
(Out of Province but Within Canada and/or Continental USA or Off-Continent)

APPROVAL CHECKLIST (check answers, yes)
<input checked="" type="checkbox"/> Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
<input checked="" type="checkbox"/> Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
<input checked="" type="checkbox"/> Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)?
<input checked="" type="checkbox"/> Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion and an "opt out" section for parents to complete if they choose to do so?
<input checked="" type="checkbox"/> Have you attached the appropriate information and forms to the request as per the Field Experiences Resource Book?
<input checked="" type="checkbox"/> Teacher will forward this application and attachments to the District Office, after review and approval by school Principal.

SCHOOL NAME: Qualicum International Student Program

Educator-in-Charge: Jenny Atkinson

Email Address: j.atkinson@sd69.bc.ca

Proposed Destination: Portland, Oregon

Proposed Departure Date: Mar 19, 2018 Proposed Return Date: Mar 22, 2018

Area of Study: International Grades: 9-12

Educational Purpose of Trip: Cultural

Total No. of Students: 22

Total Projected Cost:

Projected Cost per Student:	Projected Built-In Cost per Teacher:	Projected Cost to Teacher (if any):
<u>\$625.00</u>		

Proposed Excursion Details (or attach Planning Form):

see attached itinerary

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity. Indicate if supervisors will be teachers, volunteers or other:

1 teacher + 1 volunteer

Educator-in-Charge (please print): <u>Activity Coordinator</u> <u>Jenny Atkinson</u>	Date (day/month/year): <u>27/11/2017</u>	Educator-in-Charge signature:
Principal Name (please print): <u>Ross Pepper</u>	Date (day/month/year): <u>28/11/2017</u>	Principal Signature:
Preliminary Approval of Board of Education or designate (please print name):	Date (day/month/year):	Signature:

SCHOOL USE ONLY - DISTRIBUTION KEY:

WHITE: DISTRICT OFFICE

CANARY: DISTRICT OFFICE - TO BE RETURNED TO SCHOOL/TEACHER CONFIRMING BOARD OF EDUCATION PRELIMINARY APPROVAL

PINK: TEACHER COPY - TO BE KEPT ON FILE AT SCHOOL PRIOR TO SUBMISSION FOR BOARD OF EDUCATION PRELIMINARY APPROVAL

GOLDENROD: SCHOOL OFFICE COPY: TO BE KEPT ON FILE PRIOR TO SUBMISSION FOR BOARD OF EDUCATION PRELIMINARY APPROVAL



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 29, 2017

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 final approval for Kwalikum Secondary School Student Field Trip to Moscow Idaho from 2/21/2018 to 2/25/2018. This trip has been planned by teachers Dan Craven and Crystal-Anne Howell.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall
Kwalikum Secondary School

Copy: Dan Craven, Crystal-Anne Howell, Sponsoring Teachers



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

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

December 1, 2017

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

The University of Idaho Lionel Hampton Jazz Festival is one of the largest and oldest educational jazz festivals in the world. With over 400 student performances, a dozen world-class jazz artists and nearly 100 workshops, clinics and special exhibits, the festival honors the music, dance, and history of jazz music.

Kwalikum Secondary School is excited for the opportunity to take part in this festival scheduled for February 2018 in Moscow Idaho.

The festival will allow our two Jazz Bands, Vocal Jazz, Jazz Combos and soloists to showcase their talents as well as to take part in various clinics and workshops. As well, our students will be given the opportunity to see other high-level groups perform.

This trip is instrumental in helping to provide musical and personal growth to our students through immersion in the Jazz Festival experience.

We would ask that the Board of Education grant final approval for this exciting trip.

Sincerely,

Dan Craven and Crystal-Anne Howell, Sponsoring Teachers
Kwalikum Secondary School

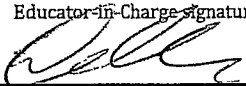
FORM SD69-FE11: REQUEST FOR FINAL APPROVAL OF CATEGORY 4 OR 5 (OUT OF PROVINCE BUT WITHIN CANADA AND/OR CONTINENTAL USA OR OFF-CONTINENT) FIELD EXPERIENCE

School District 69 (Qualicum) Board of Education

FORM SD69-FE11

Request for Final Approval of Category 4 or 5 Field Experience

(Out of Province but Within Canada and/or Continental USA or Off-Continent)

APPROVAL CHECKLIST (Check if answer is yes)		
<input checked="" type="checkbox"/>	Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?	
<input checked="" type="checkbox"/>	Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?	
<input checked="" type="checkbox"/>	Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)	
<input checked="" type="checkbox"/>	Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion and an "opt out" section for parents to complete if they choose to do so?	
<input checked="" type="checkbox"/>	Have you attached the appropriate information and forms to the request as per the Field Experiences Resource Book?	
<input checked="" type="checkbox"/>	Teacher will forward this application and attachments to the District Office, after review and approval by school Principal.	
SCHOOL NAME: <u>KSS</u>		
Educator-in-Charge: <u>D. Craven</u>		
Email Address: <u>On File</u>		
Destination: <u>Moscow ID USA</u>		
Departure Date: <u>Feb. 21 - 2018</u> Return Date: <u>Feb. 25, 2018</u>		
Area of Study: <u>Music</u> Grades: <u>8-12</u>		
Educational Purpose of Trip: <u>Lionel Hampton Jazz Festival</u>		
Total No. of Students: <u>31</u>		
Total Cost:		
FINAL Cost per Student: <u>\$750</u>	FINAL Built-in Cost per Teacher: <u>\$13/student</u>	FINAL Cost to Teacher (if any): <u>\$0</u>
FINAL Excursion Details (or attach Planning Form): <u>Itinerary Attached</u>		
Plan to ensure appropriate level of supervision and support for students based on gender/gender identity. Indicate if supervisors will be teachers, volunteers or other:		
Educator-in-Charge (please print): <u>D. Craven</u>	Date (day/month/year): <u>29/11/2017</u>	Educator-in-Charge signature: 
Principal Name (please print):	Date (day/month/year):	Principal Signature:
FINAL Approval of Board of Education or designate (please print name):	Date (day/month/year):	Signature:
Distribution Key: White: District Office Canary: District Office - to be returned to school/teacher confirming Board of Education Final Approval Pink: Teacher Copy - to be kept on file at school prior to submission for Board of Education Final Approval Goldenrod: School Office Copy: to be kept on file prior to submission for Board of Education Final Approval		

October 2017

KWALIKUM



***KSS Jazz Dept. Trip to
Lionel Hampton Jazz Fest. - Feb. 2018***

Dear Parents/Guardians of KSS Jazz Students:

Our trip to the Lionel Hampton Jazz Festival is coming up in February. **Please fill out the attached form and return them to the school by Wednesday, November 1st.**

The Lionel Hampton Jazz Festival takes place from Wednesday, February 21st to Sunday, February 25th at the University of Idaho, in Moscow Idaho. The music groups involved will be our two Jazz Bands, Vocal Jazz, Jazz Combos, and soloists. The purpose of the festival is to give students the opportunity to perform and receive workshops, see other high-level student groups perform, and attend concerts featuring world-class professionals!

Students that are considering participating in the Moscow, Idaho trip are asked to return the attached form by the November 1st deadline along with a \$200 deposit. We do not know the final cost of the travel or hotel expenses yet, so it is not possible to have an exact cost for the trip at this time. However, we expect it to cost around **\$600.00 per student** (before any fundraising is done). We will do our best to make this trip as affordable as possible. Please help in this effort by taking part in the fundraisers we are running over for the next few months.

The trip costs include festival registration, transportation, four night's accommodation and three tickets for evening concerts. This does not include food. Since we have a number of different groups and combinations of student involvement, the cost for each student differs, and will be invoiced individually.

The fees will be paid in three installments of cheques written out to KSS: **November 1st -- \$200.00 payment & permission form, January 16th (\$200.00), and February 15th (remaining balance -- fundraising will be calculated at this time).**

Due to booking activities and hotel rooms in advance, students who sign up and pay the first installment are ensuring their participation in this event. **The fees are non-refundable (unless the entire trip does not go ahead).**

Students must be in good academic standing to participate in this trip, and all KSS expectations for behaviour will be in effect for the duration of the trip. ***Students may be denied the opportunity to participate in this field trip if their teachers or administrators do not consider them to be in good academic standing.***

A detailed itinerary is being prepared and will be distributed in the coming months. Please contact Mr. Craven or Ms. Howell if you have any questions or concerns.

Sincerely,
D. Craven & C. Howell
KSS Music Directors
250-752-5651

Please submit the first \$200.00 payment (cheques written out to KSS) and the attached permission form in to Ms. Howell or Mr. Craven by Wednesday, November 1st. The remaining installments will be due in January and February.

Lionel Hampton Jazz Festival 2018

ITINERARY

Wednesday, February 21, Day 1

6:15am Assemble at KSS, load bus
6:45am Depart KSS for Departure Bay Ferry Terminal
8:30am Leave Departure Bay for Horseshoe Bay
10:05am Arrive Horseshoe Bay, travel to Moscow, Idaho
Breaks will be taken en-route
10:00pm Arrive Moscow, Idaho – Check in to Palouse Inn
10:30pm In rooms
11:00pm In own rooms, curfew in place

Thursday, February 22, Day 2

Workshops and Concert TBA

Friday, February 23, Day 3

6:00 a Wake up call
6:45 a breakfast all
7:45 a Board Bus, Leave for Festival Site
Festival Schedule TBA
7:30p-9pm Concert Artist TBA
8p-9:30pm Concert Artist TBA
8:30p-10pm Concert Artist TBA
9p- 10:30pm Concert Artist TBA
10:35pm **Bus to motel after concert**
11:15 pm In own rooms, curfew in place

Saturday, February 24, Day 4

6:00 a Wake up call
6:45 a breakfast all
7:45 a Board Bus, Leave for Festival Site
Festival Schedule TBA
5:00 p Supper
7:30 p Meet at bus, Palouse Inn, prior to Evening Concert
7:35 p travel to Kibbie Dome
8:30p-9:45p Concert Artist TBA
10p-11:45p Concert Artist TBA
11:45 p **Back to motel after concert**
12:00 a In own rooms, curfew in place

Sunday, February 25, Day 5

5:30 a Assemble, Board bus
6:00 a Leave Moscow - Road Trip to Vancouver
Food stops en-route
4:15 p Arrive Horseshoe Ferry terminal
5:00 p Leave on B.C. Ferries Horseshoe Bay
7:30 p Arrive KSS



NEWS RELEASE

For Immediate Release
2017CFD0023-002011
Dec. 4, 2017

Ministry of Children and Family Development

New child-care spaces will help families around B.C.

VICTORIA – British Columbia families will benefit from thousands of new licensed child-care spaces throughout B.C., announced Minister of Children and Family Development Katrine Conroy and Minister of State for Child Care Katrina Chen.

“I’m excited to be announcing that we are building thousands of child-care spaces throughout B.C., including more than ever before for Indigenous communities,” Conroy said. “Too many B.C. families are struggling to find child care. These new spaces will offer relief and hope to parents.”

Families in 52 communities throughout British Columbia will benefit from 103 projects that will create more than 3,800 child-care spaces. This \$33-million investment is focusing on areas of greatest need, including infant and toddler spaces; spaces on school grounds or co-located in a community hub; inclusive spaces in child-development centres; Indigenous child-care spaces; and employer-based spaces. More than half of these spaces are being delivered by non-profit organizations, and 20% are from Indigenous child-care providers.

“We are speeding up the creation of new child-care spaces to address years of pent-up demand for child care,” Chen said. “Our February budget will show our long-term commitment to building a system of accessible, affordable and quality child care for families across the province.”

The Province is working with successful proponents to establish funding agreements. Construction and renovations for the majority of the approved projects are expected to begin shortly. However, each site’s timelines for completion will differ, depending on their individual proposal requirements.

“The Provincial Child Care Council is working closely with the ministry to guide them towards improving access to child care,” said Wayne Robertson, PCCC chair. “Council members are energized by the new focus on fixing the child-care crisis and I think that the future is looking brighter for B.C. parents.”

Quick Facts:

- Child-care major capital funding supports non-profit and private child-care organizations to:
 - Build a new child-care facility, including the cost of buying land or a building.
 - Purchase and assemble a modular building and develop a site.
 - Renovate an existing building.
 - Buy eligible equipment (including playground equipment) and furnishings as part of the new build or renovation.

- The projects include 61 new builds and 42 renovations to create:
 - 847 infant and toddler spaces.
 - 535 spaces in Indigenous communities.
 - 1,153 spaces on school grounds.
- Budget 2017-18 committed \$352.5 million for child care.
- As part of that commitment, the ministry provides \$92 million in child-care operating funding directly to child-care providers to help them keep costs down, so fewer costs are passed on to parents.

Learn More:

For more information about child care in B.C., visit: www.gov.bc.ca/childcare

If you are a child-care operator and would like more information about funding, visit:
www.gov.bc.ca/childcareoperatingfunding

For a backgrounder, click here: http://news.gov.bc.ca/files/CFD_Childcare_BG_Dec_4_2017.pdf

Contact:

Ministry of Children and Family Development
Government Communications and Public
Engagement
250 953-4432/ 250 812-3429

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

NEWS RELEASE

For Immediate Release
2017EDUC0111-002010
Dec. 4, 2017

Ministry of Education

Students in six schools to gain easier access to healthy water

VICTORIA – More than 1,600 students in six British Columbia schools soon will have access to healthier water, thanks to an accelerated investment in student health and safety from the Government of B.C.

“Kids should be able to get a drink of clean, healthy water from water fountains at school. Now students at these schools will be able to do that,” said Rob Fleming, Minister of Education. “My goal is to have every student in B.C. attend a healthy and safe school, and this is another step toward achieving that goal. We know we have more work to do, and that is why we are accelerating capital investments throughout B.C.”

These projects are being funded through the School Enhancement Program for a total of \$750,000. This is in addition to the \$6.5 million invested in school districts since last year to reduce lead levels in water. These six new projects have been accelerated and are scheduled to be complete by March 31, 2018.

The schools receiving upgrades are:

- the Children’s Development Centre in Saanich
- École des Sept-sommets in Rossland
- École Sundance Elementary in Victoria
- Lake City Secondary school – Columneetza Campus in Williams Lake
- Mountview Elementary school in Williams Lake
- Naghtaneqed Elementary/Junior Secondary school in Nemiah Valley.

The Province is funding these upgrades because recent testing found elevated levels of lead in water sources at several schools in the province. Currently, schools with unsafe lead content in their drinking water are routinely flushing the pipes or shutting down the affected systems to ensure student safety. The provincial health officer has said there is no evidence of children having been adversely affected by lead in drinking water in B.C.

Government is committed to working with school districts to accelerate work to ensure crucial maintenance, like plumbing upgrades, take place provincewide as soon as possible.

School districts can continue to address their maintenance needs through the Annual Facility Grant, totalling \$110 million each year. School districts may also access funds for addressing further repair and maintenance issues, such as lead content in drinking water, through the ministry’s School Enhancement Program.

Learn More:

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

Contact:

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

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



NEWS RELEASE

For Immediate Release
2017AG0046-002033
Dec. 10, 2017

Ministry of Attorney General

Education and prevention the focus of human rights commission recommendations

VANCOUVER – On International Human Rights Day, Parliamentary Secretary for Sport and Multiculturalism Ravi Kahlon released a report with 25 recommendations for establishing the new B.C. human rights commission.

The recommendations come after an eight-week public engagement that resulted in thousands of site visits, hundreds of submissions and over 80 meetings with British Columbians.

The report outlines recommendations in five categories, including the commission's creation, purpose, functions, powers and early priorities. Additional recommendations related to the Human Rights Tribunal, the Human Rights Clinic and the Ministry of Attorney General are included.

"British Columbians have shared their stories, their insights and their ideas on how a new human rights commission can best serve the people of our province," said Kahlon. "More than ever before, it's clear there is a critical need for a new commission to help reduce discrimination and dismantle the intersecting systems of oppression in our society. The 25 recommendations I have put forward to the Attorney General are informed by the feedback I received and I extend my deep gratitude to everyone who participated in this important process."

The report, presented to Attorney General David Eby, recommends a human rights commission that functions independently from government by reporting directly to the legislature and holds government accountable through research, investigation, policy development and recommendation functions. A recurring theme throughout the public engagement was concern over the limited education on human rights, especially in professional environments. To that end, the report recommends that the new commission's primary function be to create social change through education, in both the public and private sectors.

The report further recommends that the commission be led by one appointed commissioner, and supported by a staff, a human rights advisory council, working groups, and community partnerships, while guided by three early priorities:

- To collaborate and consult with Indigenous groups to develop commission policies and practices that honour the principles set out in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- To take on the study of gender as an identity requirement in public documents and make recommendations on its necessity or where it should be eliminated; and
- To examine the issue of foreign credentials and instances of discrimination against immigrants and other newcomers to the province.

“No jurisdiction is immune from discrimination,” said Eby. “That’s why the creation of a new human rights commission in British Columbia has been an early priority for our government. I will review the recommendations put forward by Parliamentary Secretary Kahlon and look forward to presenting the report to my cabinet colleagues.”

Government also officially proclaimed Dec. 10 as Human Rights Day in British Columbia to mark the unanimous adoption of the Universal Declaration of Human Rights by the United Nations General Assembly in 1948. The declaration set out fundamental rights and freedoms for all people, including equality, life, liberty and security of person.

Over the next several days, Eby will meet with federal, provincial and territorial counterparts to discuss key human-rights priorities for Canada, including the role of governments in ensuring that Canada complies with its international human rights obligations. This is the first time in 30 years that all ministers responsible for human rights in Canada will meet to discuss this topic.

Quick Facts:

- The human rights commission public engagement period was from Sept. 20–Nov. 17, 2017, and resulted in 531 online comments, 13,253 site visits, 70 written submissions, and over 80 in-person or telephone meetings.
- Two Indigenous workshops were held that included a total of 12 organizations.
- B.C. is the only province in Canada without a human rights commission.
- B.C.’s previous human rights commission was dismantled.

Learn More:

For the full report, visit the public engagement site: <http://engage.gov.bc.ca/bchumanrights/>

For the B.C. Human Rights Code:

http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

Contact:

Ministry of Attorney General
778 678-1572

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



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: BCSTA Trustee Academy – *Education Evolution: Student-Centred Governance*
Meeting Location: Richmond BC
Meeting Time: November 23-25, 2017

Trustee Academy is the School Trustees' Association Professional Development. This report is based on the portions of the Academy that I attended. Trustee Gair, the other attending Trustee will report on sessions he attended.

Keynote Presentation Thursday PM – Authentic Student Voice Informing Decisions

Students (many Grade 12's) from L. A. Matheson in Surrey (Near the Surrey/Delta border) reported on their findings after researching and talking with School Trustees. The panelists represented a variety of cultural/ethnic groups and came from different peer groups within their secondary school. They began with little knowledge of the work and role of School Trustees. Over three months of meetings and research, they had learned a great deal about our role. The moderator (Maria LeRose) asked key questions of them and after there was a question and answer session. This is a first for Trustee Academy as we usually don't hear from students!! Audience reception indicated the need for more of this kind of conversation.

Plenary 1 Friday AM – Dr. Evan Adams – One story of Two-Eyed Seeing

Health and education are the two ministries that the Provincial Government spends the most money on. We often hear about education at these sessions, but what about Health? Dr. Adams seamlessly wove together his experiences as an Indigenous person with his training and experience as a medical doctor. By seeing from these two perspectives, he bridges the gap between what is happening in Indigenous Education with what is happening in Health care. Both Ministries are working to implement the Reconciliation portion of the Truth and Reconciliation Commission.

Dr. Adams discussed a number of important concepts in implementation of changes to health care. He said "Nothing about us, without us." Must be a guiding principle. This, in my opinion, also applies to Education and is generalizable to all groups who have experienced prejudice. He said that Indigenous people know we are spiritual beings in a physical world and so, when a trauma or crisis occurs we must first "Call your Spirit Back." Before healing can begin. This concept has been applied in many approaches to Trauma Informed Practice.

Plenary 2 Friday AM – Scott MacDonald/Suzanne Hoffman (MOE) and Minister Rob Fleming - Ministry of Education and Curriculum Update

Our Superintendent attended a previous meeting where much the same information was provided. Basically, we are moving ahead with curricular changes (although with more time for Grade 11 and 12 changes). Talks continue with Advanced Education so that students can move seamlessly between Secondary and Post-Secondary Education. In terms of funding, there are changes coming and we must be accountable for all spending. Currently, we have started to discuss what funding for education should look like. All Trustees will be involved as will other stakeholders in the system. Minister Fleming added to the presentation and took questions from the audience.

Plenary 3 Friday AM – Ivan Coyote – Sexual Orientation and Gender Identity (SOGI): How to Support Students

Ivan began with a true story that made any SOGI issue in the School District seem pretty simple. A few years ago, Ivan attended a conference and was placed in a male dormitory according to name. At that time, Ivan's physical gender did not match the name. Ivan (who uses the non-gendered pronoun they) had the crowd laughing with ease as they explained how they worked through this predicament. Really, is the bathroom issue **that** big an issue....how many houses maintain gender-specific bathrooms. Once one thinks about change-rooms and all the other ways we 'gender', bathrooms is not our biggest challenge.

As a person who has lived as a lesbian for my whole adult life, there are many discussions that we will need to have before gender becomes a non-issue. In School District 69, we continue the conversation on this topic and we hope that everyone will join in. I long for a time when gender and sexual orientation become no big deal. Really, we are all human beings, are we not??

Concurrent Session Friday PM – Matt Carruthers and others -- SOGI 123 Resources for Trustees

In about 1993, a group of Gay and Lesbian Educators 'politicized' a networking group called GALE/BC. We developed lesson plans, conducted workshops and eventually a handbook for educators. One of our workshops was called Homophobia 101 and SOGI 123 is very similar. Some history, (both personal and political), some proper definitions and a discussion of the immediate issues. The goal is to begin a conversation and to create a safe place for people to talk about SOGI. In our district, we are currently reviewing our policies to make certain that they are truly inclusive. There will be more to come.

Concurrent Session Friday PM – Jesse Miller – Social Media: Student Safety and Policy

Jesse Miller raised concerns about social media that can result in 'fake news.' In doing this, he used examples from his own experiences. His discussion was interesting and humorous. His message was clear – as educators we need to teach students to use social media properly. We need to employ critical thinking skills and understand social media better in order to help our learners. In doing this, we can empower young people to have breadth and depth of factual knowledge that will enable them to make good decisions in a very complex world. Students and all of us need to learn how to "Control our Brand."

Vancouver Island School Trustees' Association Meeting

We heard reports from the Indigenous Committee. They had used the Academy to ask some key questions about how to further implement education of Trustees regarding Indigenous issues. The Learning folks introduced us to the HUB (see the Plenary on this topic). We discussed the upcoming Trustee and Municipal elections. Over the whole province, there could be almost 40% of Trustees who will not run again!!

Plenary 4 Saturday AM – Vaughan Palmer – An Unprecedented Year in BC Politics

Vaughan Palmer has been interested in politics for most of his life. While I encountered him as a music writer, the major part of his career has been as a legislative reporter. He has written and reported on the legislature regularly and I have often appreciated his relatively objective point of view.

In this presentation, he discussed the recent history of the change in provincial government. He commented on the wealth of information that the new government is bringing to all decisions. Site C, childcare, proportional representation, and cannabis legislation will be the big topics over the next months and years. Look for a great deal of consultation as the government tackles these issues. Vaughan also answered questions and was remarkably understandable and straightforward in his responses.

Plenary 5 Saturday AM – Carolyn Broady/Mike Roberts – An Introduction to the BCSTA Trustee Learning Guide (The HUB)

This includes some follow-up research I did after logging into the HUB. WOW!!!! Imagine a web site that has everything a Trustee needs to know about governance, financial and facilities planning, human resources, labour relations, communication, community relations, board development and leadership, Indigenous education, student success, and legal accountability. In addition, the website has all of the PowerPoints and videos of recent BCSTA events, tracking of strategic planning and even policies from all 60 BC School Districts. This will take me all summer to read and digest!

Plenary 6 Saturday PM – Dr. Shimi Kang – Educating, Healthy, Happy and Self-motivated Students

There always has to be one presentation that doesn't ring true. For me, it was this one! So I quote from the program ...

Dr. Kang is the author of The Self-motivated Kid and The Dolphin Parent: A guide to Raising a Healthy, Happy and Self-motivated Kids. This critically acclaimed book became a number one Canadian best seller, was released in Germany, Russia and China and won the 2015 US News International Book Award.

In her presentation, Dr. Kang will talk about how to educate healthy, happy and self-motivated students. She'll use irrefutable science, unforgettable true stories, and her own life experiences to show how to develop self-motivation, adaptability, and the key 21st century skills of communication, collaboration, contribution, creativity and critical thinking.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
Strategic Planning Process (January 24, 2017)	Superintendent	To begin in the 2017-18 school year	July 1, 2018
Establishment of Performance Assessment Committee (June 24, 2014)	Senior Staff	In abeyance pending Ministry of Education's review of assessment, evaluation and reporting	In abeyance



SD69 QUALICUM

Ron Amos
Secretary-Treasurer

Memo

Date: December 19, 2017
To: Board of Education
cc: Rollie Koop, Superintendent
From: Ron Amos, Secretary Treasurer
Re: **Capital Planning Committee**

Background/Rationale:

At the October public Board Meeting, the Board was presented with the Long Range Facilities Plan (LRFP) for approval, with the understanding that the LRFP would be reviewed annually.

Following discussions on the annual review process, the Board requested staff to come back with a recommendation for a committee that would be tasked with this work.

This recommendation establishes a Committee of the Whole that would have the responsibility for review of the LRFP as well as other matters arising from the planning for the physical facilities of the school district.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) receive and approve the Terms of Reference for the Capital Planning Committee.



TERMS OF REFERENCE – CAPITAL PLANNING COMMITTEE

Purpose:

The purpose of the Capital Planning Committee (committee) is to review all matters arising from the planning for the physical facilities of the school district. The committee will provide recommendations as they relate to the Annual Facility Grant, the Capital Planning process and the Long Range Facilities Plan.

Membership:

This committee of the whole will consist of all five trustees, the Superintendent of Schools and the Secretary-Treasurer. The committee will be chaired by a member trustee.

Frequency of Meetings:

The committee will meet up to three times per year or as required.

Responsibilities:

In aligning educational programming needs with school space, the working group will consider and recommend:

- the budgetary needs as they relate to capital and facility planning;
- the approach to monitoring risk with respect to safeguarding district facilities;
- the approach for effectively responding to future capital planning needs; and,
- the annual Long Range Facilities Plan and the Annual 5 Year Capital Plan to the Ministry of Education.

Support Team:

The Capital Planning Committee will be supported by the Assistant Secretary Treasurer, the General Manager of Operations, and the Information Technology Project Supervisor, as appropriate.

From: Melanie Slater <MSlater@rootsofempathy.org>
Sent: December 7, 2017 10:24 AM
To: Eve Flynn
Subject: Roots of Empathy

Hello Eve,

We are feeling very grateful these days here at Roots of Empathy, and I want to thank you for joining us in our work. Together we have shown the world that our programs have a deep impact on children. Our BC programs have been a big part of our success.

In the past few months Roots of Empathy has been recognized internationally and we couldn't have done it without your support and commitment.

Roots of Empathy was:

- chosen as one of the world's top three best practice children's organizations by the Klaus J Jacobs Foundation.
- chosen as one of the most inspiring social innovations of the year by Finnish education organization HundrED.
- recognized by UpSocial in Athens, Greece and Lisbon, Portugal as an innovation best placed to address the challenge of children at risk of social exclusion through their project "Accelerating Change for Social Inclusion".

And as part of its Canada 150 celebrations, Shaw Communications selected Mary Gordon, our Founder/President, as one of 50 Outstanding Canadians.

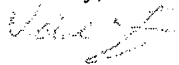
While it's always nice to get a pat on the back for the work we all do, what it really says is that our programs are truly making a difference in the lives of children, especially our most vulnerable children, and that others are as convinced as we are that by developing empathy and social/emotional skills in children, we can create healthier, happier children and more peaceful, inclusive societies.

In response to our changing communities, we continue to adapt to the needs of BC children. Over the past two years, we've developed an Inclusive Communities Strategy, supporting our initiatives to reach our most vulnerable children, including Indigenous and Syrian refugee children.

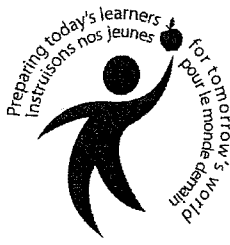
We know from 17 years of research that our impact is lasting. We credit this to our program integrity, and our 96% implementation rate. We also stay current with the latest research by hosting several research-based events throughout the year. These bring together local and international scientists and others to learn and share their work on the landscape of childhood. All events are open to the public, and video is published on our website where you can also find out about our latest events, videos and social media – www.rootsofempathy.org

Again, thank you for your continued commitment to bring Roots of Empathy to your students and communities and in helping us grow our programs across BC. I would love to hear from you and talk about Roots of Empathy in your region.

Warmly,



Melanie Slater
Manager of Program Implementation
Roots of Empathy International Office



EMPLOYEE CONFLICT OF INTEREST

The Board of Education expects the highest standards of conduct from its employees and views such behaviour as paramount in developing and maintaining the public's trust and confidence in the District.

The Board firmly believes that employees must, in the performance of their duties, conduct themselves honestly, with personal integrity, avoiding any conflict of interest.

Employees shall avoid any situation or activity that compromises, or may be perceived as compromising their judgment or ability to act fairly, without bias and in the best interest of the District.

The requirements for compliance with the high standards of conduct established by the Board are a condition of employment. Employees are expected to comply with the standards and expectations expressed in this policy and its attendant Administrative Procedure and to generally exhibit these qualities and values within their daily activities as they relate to district business.

References:

- *Administrative Procedure: Conflict of Interest*
- *School District #23 – (Central Okanagan) Policy 390*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMPLOYEE CONFLICT OF INTEREST

Page 1 of 3

Understanding Conflict of Interest

The issue of conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while still adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

District employees have a duty of loyalty to the District as their employer. This duty requires employees to provide services to the best of their ability regardless of their own personal perspectives of Board direction or policy.

The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of their duties to ensure that their actions are above public suspicion.

The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

It is essential that employees recognize their responsibility to ensure that confidential information received as a result of employment with the District remains confidential, and not be divulged to anyone other than individuals authorized to receive such information. This includes confidential information received verbally or in written or electronic form. Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired
- the employee's actions or conduct could undermine or compromise the public's confidence in the employee's ability to discharge work responsibilities
- the trust that the public places in the public service **is undermined**

Expectations for Employees

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably give rise to questions about a possible conflict of interest.

The Superintendent is expected to request a determination of the Board before engaging in any activity that might reasonably give rise to questions about a possible conflict of interest.

A breach of the conflict of interest policy is considered to be a serious breach of an employee's obligations and as a result, **may result in discipline up to and including dismissal.**

While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their job-related duties.

Employees are to disqualify themselves as participants in personnel decisions when their objectivity would be compromised for any reason, benefit or perceived benefit which could accrue

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMPLOYEE CONFLICT OF INTEREST

Page 2 of 3

to them. For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Representative Examples of Conflict of Interest

Examples of conflicts of interest include, but are not limited to, the following:

- An employee uses District property or the employee's position to pursue personal interests.
- An employee is under obligation to a person who might benefit from or seek to gain special consideration or favour.
- An employee, in the performance of duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, a relative or friend of the employee has an interest, financial or otherwise.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals or appointments) an employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of their employment in the District other than the exchange of normal hospitality between persons doing business together or gifts to persons participating in public functions.

Employees are in a conflict of interest when dealing with direct relatives or individuals who permanently reside with them when the following working relationships exist:

- A reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters.
- The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the employer's interest.

The above restriction on working relationships may be waived provided that the Superintendent or Secretary-Treasurer is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside their position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- Interfere with the performance of their duties as an employee of the District.
- Bring the District into disrepute.
- Represent a conflict of interest or create the reasonable perception of a conflict of interest.
- Appear to be an official act or to represent District direction or policy.
- Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of their employment with the District.

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EMPLOYEE CONFLICT OF INTEREST

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- Gain an advantage or appear to gain an advantage that is derived from their employment with the District.

Duty to Report

Employees shall promptly report any fact or circumstances of which they become aware that might give rise to a real or perceived conflict of interest. Reports shall be made in writing to the employee's Principal or Supervisor.

An employee who alleges conflict of interest on the part of another employee, may report this to their Principal or Supervisor, in writing. If the employee whose actions are being questioned is the direct Supervisor, the matter may be reported to the Superintendent of Schools or Secretary-Treasurer.

A Principal or Supervisor who receives a written report of an alleged conflict of interest will seek guidance from the Superintendent or Secretary-Treasurer.

References:

- *Board Policy 6170: Conflict of Interest*
- *School District #23 – (Central Okanagan) Policy 390*



COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

POLICY

The Board of Education encourages initiatives which support student learning and achievement by enriching the quality of co-operation between our schools and our community. Such initiatives are responsive to the Board of Education's legislated expanded mandate. [*School Act* s.(1),s. 81.1, s.86.]

The Board of Education believes that parents and community volunteers play a vital role in the education of their children and in their school lives as the foundation of school/community co-operation.

The Board of Education values consultation with all partners in education and provides a variety of opportunities for sharing information as well as for receiving advice and recommendations from partner groups.

The Board of Education recognizes that each of its principals and vice-principals is an integral member of the district's leadership team and as such welcomes their participation.

The Board of Education values the points of view and involvement of parent organizations and believes the District Parent Advisory Council contributes by promoting open communication and cooperation between parents, schools, the District and the Board. The Board of Education encourages all school-based Parent Advisory Councils to participate in the District Parent Advisory Council.

In addition, the Board of Education believes that strong, organized collaboration with other ministries, community agencies, service providers, and other appropriate community organizations across the district will ensure optimal support for students and their families and will, over the long term, enhance the opportunities for success enjoyed by our students.

Reference:

- *Administrative Procedure: Cooperation of School and Learning Communities*
- **Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VIS)**

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COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

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The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

1. The Board's Policy Advisory Committee will include representatives from the partner groups who will provide advice on the development of draft policies, or the revision of current policies, which will then be taken to the full board at a regular meeting for approval.
2. Throughout the process of development of the annual school district operating budget, public and partner involvement will be encouraged prior to approval by the Board.
3. Regular reports to partners and the public on the status of the current year's operating budget will be provided at regular public board meetings on a schedule determined by the Board.
4. Presentations, reports and recommendations from partners, committees and others on matters of interest and concern to the Board will be received at public Board Meetings.
5. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.
6. It shall be recognized that all final decisions rest with the Board.

Cooperation:

7. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
8. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
9. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
10. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

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COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

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Volunteers in Schools:

The Board of Education expects its schools to be safe, secure environments for students. Therefore, the use of volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

11. Role of Volunteers

A volunteer:

- a. May provide services at or for a school, provided it does not result in the displacement of an employee, subject to these regulations and to the *School Act* and Regulations.
- b. Can complement the skills and expertise of staff so as to enrich learning experiences for students.
- c. Will perform tasks only under the supervision and/or guidance of employees.
- d. Must not be assigned tasks that would violate the privacy of students or their families, and will not be provided access to student records.

12. Recruitment, Selection and Training of Volunteers

Recruitment, selection, assignment and training of volunteers are done at the school level. The Principal or Principal's designate shall be responsible for:

- a. Screening and selection of volunteers.
- b. Ensuring that all volunteers having unsupervised access to children authorize the local RCMP office to conduct a ~~criminal record check~~ **Police Information Check with Vulnerable Sector Screening (PIC-VS)**. The result of this ~~criminal record check~~ **Police Information Check with Vulnerable Sector Screening (PIC-VS)** must be satisfactory to the Board. **(See Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS))**
- c. Orientation and training of volunteers.
- d. Decisions regarding the continuation or discontinuation of a volunteer's services or a volunteer-based program (it must be recognized that some applicants may not be suitable for volunteer work in a school setting).
- e. Overall supervision of volunteers.

13. Assistance for Volunteers

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:
 - i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
 - ii. Processes of signing in by volunteers.
 - iii. Staff responsibilities with respect to volunteers.
 - iv. Review of school confidentiality requirements for volunteers.
 - v. Emergency procedures, including emergency evacuation, accident procedures.
 - vi. School Code of Conduct.

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- vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern, and providing that permission has been given for the release of the information.
- b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct
- c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
- d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow Board Policy 6240: *Resolution of Complaints*.

14. Conduct of Volunteers

Volunteers are required to:

- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
- b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
- c. Comply with the requirements of Board Policy No. 4085 - *Smoke Free Environment*, when volunteering with students.
- d. Comply with the requirements of Board Policy No. 5020 – *Co-curricular or Extra-curricular Activities*.
- e. Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
- f. Direct questions and concerns either to the employee with whom the volunteer is working or to the Principal.

Parent Advisory Councils:

- 15. Only one Parent Advisory Council per school will be recognized.
- 16. Each Parent Advisory Council shall apply to the Board for recognition.
- 17. Each Parent Advisory Council shall work in consultation with the Principal of that school.
- 18. The Board shall receive a copy of each Parent Advisory Council's constitution and bylaws.
- 19. Parent Advisory Councils ~~to~~ **shall** follow School District Incident and Claim reporting procedures.

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District Parent Advisory Council

20. The District Parent Advisory Council is established by the Board and functions as outlined in the *School Act* Sec 8.4 and 8.5.
21. The District Parent Advisory Council shall function under its required set of bylaws which are to be filed with the Board; and shall, in its operation, be subject to the *School Act* and Policies of the Board.
22. Each school Parent Advisory Council may elect annually one of its representatives on the District Parent Advisory Council for a term of not more than one year.
23. The District Parent Advisory Council will convene monthly, with the Superintendent of Schools or designate, on dates that do not conflict with Board meetings. The Superintendent or designate or Trustee of the School District may attend in a non-voting capacity.
24. The District Parent Advisory Council shall work in consultation with the Superintendent of Schools or designate and will have access to information regarding District and school programs, policies, procedures and operations.
25. The Superintendent of Schools will assist the District Parent Advisory Council by providing meeting facilities and facilitating the use of district communication systems.
26. The Board will provide an opportunity on the Regular Board Meeting Agenda for the District Parent Advisory Council Chairperson or designate to report to the Board.
27. The District Parent Advisory Council may:
 - Advise the Board on any matter relating to education in the school district.
 - Provide a communication link between the Board, parents and the community.
 - Serve as an advocate for parents and students.
 - Identify and bring to the attention of the Board issues and concerns affecting students, parents and schools in the district, with the exception of personnel matters and personal and confidential information about students, parents teachers and other employees or members of the school community.

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28. The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:
- a. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
 - b. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
 - c. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
 - d. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

References:

- 3002: *Cooperation of School and Learning Communities*
- **Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)**



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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 quarreling: 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; **and,**
 - 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.
- f) **Criminal Code of Canada, Sec. 82: "Weapon" means**
 - a. **anything used or intended for use in causing death or injury or not, or**
 - b. **anything used for threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm as defined in Section 82."**

References:

- *Administrative Procedure: Safe, Caring and Inclusive School Communities*
- *Board Policy 7001: Student Discipline and its attendant Administrative Procedure*
- *BC Human Rights Code (July 2016)*
- *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)*
- **SOGI 1-2-3**
- **National LGBT Health Education Centre**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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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.
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.

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SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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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 **will be** noted in the district student information system.
6. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
7. 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 **or designate** by April 15th of each school year (*attached form*).
8. Each school's Code of Conduct shall be filed **with the Superintendent of Schools or designate by July 15th, annually and submitted** for approval by the Board of Education by October 15th, **annually at its September Regular Board Meeting.**
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 students, parents, teachers, staff and administrative personnel, a school dress code.
2. The school's dress code may be incorporated into the school's student Code of Conduct.
3. **The school's dress code should guide and support students and parents to making appropriate individual choices around attire suitable for a learning environment.**

~~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;~~
 - ~~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 students, parents, teachers, staff and administrative personnel as part of the Code of Conduct.

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SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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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

The Goals for SOGI Inclusive Education in School District 69 are as follows:

Visibility

The diversity of sexual orientations, gender identities and expressions are recognized and valued.

Protection

The dignity of all people across the sexual orientation and gender identity (SOGI) spectra is preserved and protected from harm.

Inclusion

Equitable treatment and inclusion are a reality for people of all sexual orientations, gender identities and gender expressions.

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

Staff and learners will be well-informed and equipped with appropriate and respectful language. We acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and when it comes to the language or terms they consider respectful and inclusive.

Glossary of SOGI Terms for Staff and Learners to Support and Inform our Work

Agender - Describes a person who identifies as having no gender.

Ally - A person who supports and stands up for the rights of LGBT people.

Asexual - Describes a person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.

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Assigned sex at birth - The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.

Bisexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender and people of other genders.

Cisgender - A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).

Gay - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but is more commonly used to describe men.

Gender binary structure - The idea that there are only two genders, boy/man/male and girl/woman/female, and that a person must strictly fit into one category or the other.

Gender dysphoria - Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth.

Gender expression - This term describes the ways (e.g., feminine, masculine, androgynous) in which a person communicates their gender to the world through their clothing, speech, behavior, etc. Gender expression is fluid and is separate from assigned sex at birth or gender identity.

Gender fluid - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some of the time, and another gender at other times.

Gender identity - A person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender.

Gender non-conforming - Describes a gender expression that differs from a given society's norms for males and females.

Gender role - A set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived sex.

Heterosexual (straight) - A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Lesbian - A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.

Non-binary - Describes a person whose gender identity falls outside of the traditional gender binary structure.

Pansexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of all gender identities.

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Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.

Questioning - Describes an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.

Sexual orientation - How a person characterizes their emotional and sexual attraction to others.

Transgender - Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.

Two-Spirit - Describes a person who embodies both a masculine and a feminine spirit. This is a culture-specific term used among some Native American, American Indian, and First Nations people.

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

Staff will commit to both proactive measures and responsive actions in order to ensure that sexual orientation and gender identity are not barriers to learner participation in all aspects of school life or a factor in their safety/wellbeing while in our care.

Recognizing the Right to Self-Identification

Learners will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity.

Protecting Confidentiality

Learners will have the right to the confidentiality of their official and/or preferred sex, gender, and name.

Broadening Dress Guidelines

Learners are entitled to gender expression through what they wear to school. Dress codes are to support and guide appropriate learner choice in this regard.

Offering Integrated and Inclusive Activities

We will strive to offer integrated and inclusive activities which enable learners to participate in teams and groups that they feel correspond with their gender identity. Students will be included and accommodated in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar clubs.

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Providing Training to Staff

All staff will be provided with knowledge, strategies and tools to develop a broad understanding of SOGI issues and to inform their practices in working with learners.

Promoting Inclusive Learning Experiences

Staff will ensure that classroom materials and activities will contain positive images and accurate information about sexual orientation, gender identity and gender expression.

Providing Safe, Respectful and Inclusive Facilities

Learners may choose to use washrooms and change rooms that match their gender identity. Staff will endeavor to provide washroom and change room options that support and honour learner choice.

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

An allegation of bullying, intimidation, discrimination, harassment, or violence 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.

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/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.

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Possession or Use of Weapons

The District considers the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. Staff are to take appropriate action to ensure the safety and well-being of students and staff.

Violent incidences must be documented as indicated and reported to the student's parents and a Violence, Threat-Making and Rapid Assessment (VTRA) completed.

Where a Principal/Vice-Principal reasonably believes that a person on or near school premises is in possession or has used a weapon, that person shall:

- a. invoke the appropriate All Hazards Emergency Procedure in order to minimize the risk of injury to any person
- b. immediately notify the police and the Superintendent of Schools or designate
- c. ensure the weapon is removed from school premises (confiscated)
- d. contact parent/guardian

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

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 misconduct 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

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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- 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
- 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 or 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.

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

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SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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- 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.

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

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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.

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.

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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)*
- **SOGI 1-2-3**
- **National LGBT Health Education Centre**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING (PIC-VS) (Formerly 'Criminal Record Check')

Page 1 of 3

School District 69 (Qualicum) requires all individuals seeking to volunteer in School District 69 schools, programs, or activities to undergo a "Police Information Check with Vulnerable Sector Screening".

Process

Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a "Police Information Check with Vulnerable Sector Screening" letter. The "Police Information Check with Vulnerable Sector Screening" letter must be on school letterhead, signed and dated by the principal and must contain the statement: "The applicant will require a vulnerable sector check" (sample letter attached).

Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the "Police Information Check with Vulnerable Sector Screening" letter and the "Police Information Check with Vulnerable Sector Screening" form.

- The "Police Information Check with Vulnerable Sector Screening" form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the "Police Information Check with Vulnerable Sector Screening" letter. Please note that **old forms will not be accepted**.
 - i. For convenience, a copy of the "Police Information Check with Vulnerable Sector Screening" form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the "Police Information Check with Vulnerable Sector Screening" letter from the school.

Note: The "Police Information Check with Vulnerable Sector Screening" letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.

The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.

Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or designate for review. School Principals will be advised of any advice or considerations arising from this review.

Completed "Police Information Check with Vulnerable Sector Screening" are **valid for a maximum of five years only at which time they are expired**.

All new volunteers (including those who may have previously completed a PIC_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING (PIC-VS) (Formerly 'Criminal Record Check')

Page 2 of 3

The following is an excerpt from the *British Columbia Guideline for Police Information Checks (June 2015)*

"Police Information Check with Vulnerable Sector Screening (PIC-VS) is restricted to applicants seeking employment and/or volunteering in positions responsible for vulnerable individuals. This product is a collection of offence information, including convictions, outstanding warrants, charges, judicial orders, non-convictions and adverse police contact information available from a local police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a record suspension, subject to authorization by the Minister of Public Safety and Emergency Preparedness.

The Police Information Check with Vulnerable Sector Screening **WILL** include the following information:

- Criminal convictions (summary and indictable) from CPIC, local databases, or JUSTIN and findings of guilt within the YCJA non-disclosure schedule.
- Outstanding judicial orders, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders. As per CPIC policy, information obtained from the Investigative Databank must be confirmed and authorized for release by the contributing agency.
- Absolute and conditional discharges for 1 or 3 years respectively.
- Charges recommended and/or processed by other means such as Diversion or Alternative Measures.
- Dispositions listed in the CPIC Identification Databank or CRII under non-convictions including, but not limited to, withdrawn, dismissed, and cases of not criminally responsible by reason of mental disorder.
- Any additional information recorded in police databases documenting the applicant to have been a suspect in an offence (whether or not charged), subject to provincial retention periods specific to the offence type.
- Adverse contact involving the threat of actual use of violence directed at other individuals and oneself that places others at risk regardless of, but without disclosing, mental health status (e.g.: uttering threats, assault, etc.)
- As authorized for release by the Minister of Public Safety for all record suspension (pardoned) criminal convictions, including non sex offences, identified as a result of a VS query.

The Police Information Check with Vulnerable Sector Screening (PIC-VS) **WILL NOT** include:

- Convictions where a record suspension has been granted (except for sexual offences)
- Apprehensions under s.28 of the *Mental Health Act*, or suicide threats or attempts where there was no harm or threat to others (e.g.: No "subject of threat or harm to others").
- Convictions under federal and provincial statutes unless under exceptional circumstances.
- Traffic violations, including roadside suspensions.
- Suspect information that would hinder an ongoing investigation or where the suspect has not been spoken to may result in the record check being delayed or terminated.
- *Youth Criminal Justice Act* (YCJA) information beyond applicable disclosure period.
- Special Interest Police (SIP) category of CPIC.
- Information gathered outside formal occurrence reports (i.e.: street checks, CAD) except under exceptional circumstances.
- Any reference to contagious diseases.
- Victim/Complainant information unless under exceptional circumstances.
- Information from foreign law enforcement systems."

References:

- *Board Policy 3002: Cooperation of School and Learning Communities*
- *Administrative Procedure: Cooperation of School and Learning Communities*

Police Information Check with Vulnerable Sector Screening *Sample Letter*

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LETTERHEAD

DATE

R.C.M.P.
727 Island Highway West
Parksville, BC
V9P 1B9

To Whom it May Concern:

RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING

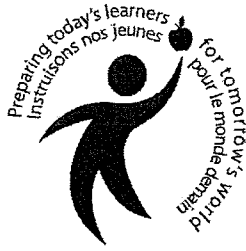
This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year. He/She will require a "Police Information Check with Vulnerable Sector Screening" as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME
Principal

c: School File



STUDENT FEES AND BAND INSTRUMENTS RENTAL

(Formerly Board Policies 7010 and 7065)

POLICY

It is the intention of the Board of Education to permit schools to charge fees to students only in circumstances permitted by the School Act and in conformity with the attached Regulations **attendant Administrative Procedure**. No student shall be denied access to a program, course or class because of financial hardship. Fees may not be charged for programs, courses or classes which are required to complete educational programs essential for graduation.

References:

- **Administrative Procedure: Student Fees and Band Instruments Rental**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT FEES AND BAND INSTRUMENT RENTALS

Page 1 of 2

(Formerly Board Policies 7010 and 7065)

4. Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.
2. Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.
3. Each school must annually establish and communicate to parents procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course.
4. In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:
 - Schools may charge for, or request that parents/guardians provide for students, personal supplies and equipment which have not traditionally been provided by schools: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
 - The rental or purchase of musical instruments for a student's personal use. **No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.**
 - Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
 - Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
 - Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
 - Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT FEES AND BAND INSTRUMENT RENTALS

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- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of ~~section 82.1~~ of the *School Act*.
- Students in “trades programs” (as defined in the School Act) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per ~~section 82.2~~ of the *School Act*.

Reference:

- The *School Act*
- Board Policy 7010: Student Fees and Band Instrument Rentals



STUDENT CATCHMENT AREAS – CROSS BOUNDARY TRANSFER

POLICY

The Board of Education has the responsibility to assign students to various schools in the School District, and authority to divide the District into areas for the purpose of assigning students to schools.

The Board of Education believes that, in general, students should attend their neighbourhood school **schools designated by the Board for their particular attendance area. For purposes of school attendance, a student's residence shall be considered that of his/her parent(s) or legal guardian(s).**

Parents may request permission for their children to attend schools outside their normal attendance area. Such a request may be made through submission of the Student Transfer Request form.

When such permission is obtained, parents will be expected to assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer

References:

- **The School Act (Sections 74.1, 75, and 75.1)**
- **Administrative Procedure: Student Catchment Areas – Cross-Boundary Transfer**
- **Board Policy 7054: Transportation of Students by District School Bus Service**
- **Cross Boundary Transfer Form**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT CATCHMENT AREAS – CROSS-BOUNDARY TRANSFER

Page 1 of 2

1. Changes in catchment areas, if required, shall be determined and approved by the Board not later than March 1, to be implemented in September.
2. Transfer of a student to a school outside of his/her catchment area will be considered upon written application of the parent to the Superintendent of Schools or designate, on or before April 1st each school year.
3. Approval of transfer is to be based on space availability in the requested school. Space availability is deemed to exist when there is expected, based on reasonable projections, to be capacity to provide the student or applicant with an educational program appropriate to his or her needs, taking into account physical and educational resources.

The Board of Education delegates to the Superintendent of Schools or ~~his or her~~ designate, the decisions as to whether space and facilities are is available in individual schools and educational programs.

Decisions on space and facilities availability will be made in consultation with the principal of the affected school and will be based on consideration of the following factors:

- the operating capacity of the school as defined by the Ministry of Education
- staff assigned to a school by the District
- the physical space in which instructional programs operate in the school
- the ability of the school to provide appropriate educational programs for the applicant and other students
- the needs of other programs located in the school

If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:

- catchment area child who attended the school during the previous school year
 - other catchment area child
 - non-catchment area child
 - non-school district child
4. Students who reside within a defined school catchment area will be given placement priority up to September 30th of any school year. Transfer students may be returned to their catchment area school, or, upon a parent's request, to another District 69 school (subject to space availability) up to and including September 30th of any school year.
 5. A student who has spent the previous school year in an approved cross-boundary placement at a District 69 school will be deemed to be a catchment area student for the duration of his/her attendance at the school. This status will be retained upon transition to the ~~middle or~~ secondary school which students from that school would normally attend based on district catchment areas.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

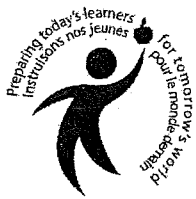
STUDENT CATCHMENT AREAS – CROSS-BOUNDARY TRANSFER

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6. Siblings of students (who, by nature of Regulation #5 above are considered “students of this school’s catchment area”) will, at the request of the parent through the completion of the district’s Student Transfer Request form, be considered catchment area students for this school.
7. Access to District programs, such as Collaborative Education Alternative Program (CEAP), PASS/Woodwinds Alternate School or French Immersion, is not subject to Transfer Request approval.
8. Transportation or transportation assistance will be provided (subject to Regulation 4, Policy 7054) for a student who cannot attend his or her catchment area school because space is not available.
9. Transportation for a student choosing to attend a non-catchment area school or district program is the responsibility of the parent.

References:

- The School Act (Sections 74.1, 75, and 75.1)
- Board Policy 7015: Student Catchment Areas – Cross-Boundary Transfer
- Board Policy 7054: Transportation of Students by District School Bus Service
- Cross Boundary Transfer Form



POLICY

The Board of Education is the final authority on all local aspects of school busing.

The Board of Education believes in providing an efficient and self-sufficient (cost neutral) system of safe transportation for eligible students to and from school and further believes that student transportation is a privilege not a right.

~~If there is additional space on the school bus, seats will be offered to courtesy riders.~~

Reference:

- *Administrative Procedure: Transportation of Students by District School Bus Service*

SCHOOL DISTRICT No. 69 (QUALICUM)

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TRANSPORTATION OF STUDENTS BY DISTRICT SCHOOL BUS SERVICE

Page 1 of 1

1. Walk limits are distances determined by the Ministry of Education. Funding is based on provincially established eligibility walk limits. The Board will establish local walk limits annually.
2. Exceptions to established walk limits are:
 - a. Students at all grade levels who are living, and attending school, in the catchment areas for Nanoose Bay, Errington, and Bowser Elementary Schools, will have an eligible walk limit of 1.5 km.
 - b. Special needs students, where transportation costs are recognized on a door-to-door basis for those students diagnosed unable to walk to school due to physical or mental disabilities and therefore need to travel to school by vehicle.
 - c. Extra curricular activities, when funding is provided for this service by schools.
3. It is the parent/guardian's responsibility to provide transportation for their child(ren) who choose to attend a District program or school outside of their catchment area.
4. The need for transportation fees and the cost of any actual fees **for courtesy riders*** will be determined by the Board during budget deliberations in the spring of each year. Announcement of any fees and payment schedule will be made public following approval of the budget for the next school year. **There are no fees for eligible riders.**
5. Transportation assistance may be provided for a student who cannot be accommodated at the school in his/her own catchment area.
6. Students must abide by the regulations as set out in the Transportation Procedures Handbook and accept the authority of the bus driver. The driver is the final authority in all matters relating to the safety and well-being of passengers.
7. All other matters relating to the transportation of students and school bus safety shall operate within the parameters of the Transportation Procedures Handbook.

***Courtesy Riders – students who fall outside of the criteria for eligible riders but who can be accommodated through surplus space on existing transportation routes on a fee for service basis.**

Reference:

- **Board Policy 7054: Transportation of Students by District School Bus Service**



CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS

(Formerly Board Policies 7059 and 7060)

Policy

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

Definitions

Sponsorship - refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

Donation - means money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Partnership - is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

School Partner Groups - may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.

Reference:

- *Administrative Procedure - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*

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ADMINISTRATIVE PROCEDURE

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS
AND ADVERTISING IN SCHOOLS

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(Formerly Board Policies 7059 and 7060)

Purpose

The Board acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining **safe, caring and inclusive schools**.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

The following points should be considered in determining whether to allow a request for access to teachers or students or to accept a donation, sponsorship or partnership agreement:

- Will not lead to exploitation of the students
- Does not imply endorsement of the school or the Board
- Offers significant educational, cultural, artistic or athletic benefits or social values for students
- Expected acknowledgement is dignified, modest, reasonable and consistent with this policy
- Is not primarily to solicit sales
- Ensures protections against claims that are false or misleading
- Involves minimal intrusion into instructional time
- School or School District has sufficient funds to pay the costs of installation, on-going maintenance, repairs and training
- Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Sponsorships or sponsorship agreements exceeding \$5000 in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS
AND ADVERTISING IN SCHOOLS**

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Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers. Therefore, commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Limited or selected advertising may be permitted in school or School District publications, provided that it meets standards of good taste and does not conflict with educational objectives. Some requests by individuals or agencies for access to teachers and students are reasonable and contribute to the teaching-learning programs in schools. Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Education-business relationships shall be designed to support the curriculum, enhance the quality and relevance of learning, and be relevant to the Board's desired educational outcomes. Care must be taken to ensure that neither schools nor students are exploited through the partnership activities. Any direct involvement by students in a workplace setting shall be for reasons that are educationally relevant and consistent with the principles governing cooperative education.

Where the Board is approached by organizations to participate in education-business ventures that will involve co-development of products or services related to education, it is expected that these products/services will be marketable and hence will generate revenue for the Board.

It is important that a school or the School District regularly give public acknowledgement to the direct and/or indirect contributions of business partners to school or School District educational programs. The school or School District shall undertake a review of the goals, objectives and

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CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS

Page 3 of 3

outcomes of each partnership annually. This must involve input from both partners. The review should allow for revisions to and updating of the partnership agreement.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

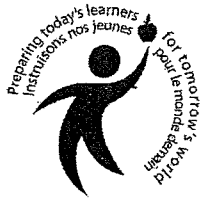
New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

Parent Advisory Council (PAC)

A school's Parent Advisory Council (PAC) is often a successful fund-raising group whose efforts facilitate the acquisition of equipment, goods or services in support of the school. Decisions on the methods of raising funds for the school shall be made in consultation with the school's Principal in accordance with School District policies and administrative procedures.

Reference:

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



Purpose

The Board of Education recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to implement appropriate plans and procedures to deal with such emergencies. ~~at school and district facilities or involving School District transportation services.~~

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize the situation. Emergencies affecting schools and District facilities, school buses, and/or School District transportation services that may prohibit the intended uses for an unspecified period of time may include earthquake, fire, flood, road closure, hazardous material accident/spill, threat to schools (i.e. bomb threat), violent physical incident or threat, school bus accident, and/or inclement weather, etc.

To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. **All School District 69 sites will follow the District Emergency Procedures and Site Emergency Guide.**

All schools and work sites will develop, implement, and maintain an Emergency Preparedness Plan taking potential **larger scale** emergency situations into consideration. The ~~Emergency Preparedness Plan~~ **District Emergency Procedures and Site Emergency Guide** will identify and outline the role of the affected staff in an emergent situation.

The Board of Education will endeavor to ensure that staff and students are trained in fundamental emergency procedures, and that District facilities are as safe as possible from hazards.

Reference:

- **Administrative Procedure: Emergency Preparedness**
- **Staff Emergency Procedures**

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY PREPAREDNESS

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4. Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. **That plan should provide for** ~~2. A school Emergency Preparedness Plan committee composed of all partners shall develop and implement a plan for the evacuation, care and reuniting of students with parents.~~
3. All employees shall be informed about the Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.
4. ~~Site Emergency Preparedness Plans are to be submitted to the Operations and Maintenance Manager by October 30 of each school year.~~
5. At the beginning of each school year, parents shall be informed in writing of the school emergency plan **District Emergency Procedures and Site Emergency Preparedness Plan**. This information will outline emergency procedures to be followed by parents in the event of an earthquake or other **staff and students in case of an** emergency.
6. Emergency drills, ~~separate from fire drills, using procedures determined by the Emergency Preparedness Plan, shall be conducted at least twice per year. The first drill shall be held during the first two weeks of school.~~ **Including fire, earthquake, and lockdown shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Guide**
7. The Board of Education will endeavor to ensure that each school has sufficient staff trained in the following:
 - a. emergency planning
 - b. the reduction of hazardous conditions
 - c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.
8. If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the worksite's Emergency Preparedness Plan procedures, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.
9. The worksite Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees
10. ~~The Transportation Manager~~ **General Manager of Operations** shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.
14. In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation in the manner described in the Emergency Preparedness Plan.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY PREPAREDNESS

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42. In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:
- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be closed **locked down or closed.**
 - b. Parents will be notified in accordance with established school procedures.
 - c. Students will be dismissed and ~~the normal transportation of students will prevail~~ **a student release/transportation plan enacted.**
 - d. ~~The Transportation Manager~~ **General Manager of Operations** shall be responsible for providing the immediate transportation of students.
 - e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to students safety and the nature of the emergency.
13. ~~This policy shall be reviewed annually.~~

Reference:

- *Board Policy 7155: Emergency Preparedness*

Staff Emergency Procedures

EMERGENCY TERMINOLOGY QUICK REFERENCE

Lockdown

Used in response to an armed or dangerous assailant WITHIN the school.

Lockdown

- Gather people in your vicinity into a secure room – do this quickly
- Close and secure doors
- Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
- Silence all cell phones and ask they be placed face down on floor
- Alert other occupants by any means available and/or call 911 - only if safe to do so

Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

*Normal activities in the school cease. Await police response.

Hold & Secure

Used if there is a security concern in the neighbourhood

Bring everyone into the school and remain inside

Secure exterior doors

Close exterior window blinds/drapes (if available)

No one may enter or exit the school during Hold and Secure

*Typically normal activities continue WITHIN the school.

Room Clear

Used to move people away from a hazard contained in one room/area

Direct students to leave the room/area and report to designated area (Ex. Library)

Summon assistance as needed and appropriate (Ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

*Staff should remain to manage the situation arising or exit if the room is unsafe

Shelter in Place

Used if an environmental hazard may impact the school

Bring everyone into the school and remain indoors

Secure exterior doors and windows

Close exterior window blinds/drapes (if available)

Turn off all ventilation systems (if locally available/situation dependent)

Staff designates will monitor access to the school via the main entrance.

Access may be denied if a risk exists that jeopardizes the safety of occupants

*Typically normal activities continue WITHIN the school

Evacuate

Used to move people out of the school when a hazard exists inside

Direct students and other staff to exit the school via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

Quickly move away from obvious hazards

Drop - low to the ground

Cover - take Cover under a sturdy table, desks, furniture, or other large sturdy items

Hold On - to the furniture you are under and stay there until the shaking stops

After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

EMERGENCY TERMINOLOGY

QUICK REFERENCE

LOCKDOWN

EMERGENCY TERMINOLOGY

QUICK REFERENCE

LOCKDOWN

EMERGENCY TERMINOLOGY

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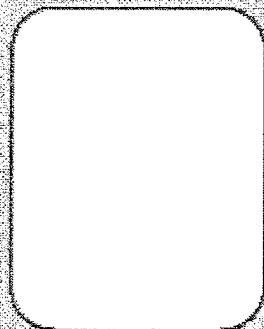
EMERGENCY TERMINOLOGY

QUICK REFERENCE

LOCKDOWN

EMERGENCY TERMINOLOGY

QUICK REFERENCE



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PERFORMANCE MANAGEMENT PROCESS
SUPERINTENDENT OF SCHOOLS AND EXEMPT STAFF

Page 1 of 1

(Formerly Board Policies 6195 and 6196)

Purpose:

The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout the **each** year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing results **progress in each area.**

The Board believes that performance management processes undertaken with exempt staff should be:

- Simple and clear
- Focused on personal professional growth and learning
- ~~Grounded in the duties/responsibilities/ expectations of the job~~
- **Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description**
- Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school
- ~~Premised on clearly articulated expectations (based on job description), deliverables and accountabilities~~
- Continuously looping with ongoing and regular check-ins and dialogue

The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.

The Superintendent will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

- Secretary Treasurer
- Assistant Superintendent
- Director of Human Resources
- Principals and Vice Principals
- Executive Assistant – Education Programs and Operations
- ~~Other educational supervisory staff~~

***Note: Also responsible to see that an appropriate and ongoing performance management process is carried out with other educational staff.**

The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

- Assistant Secretary Treasurer
- General Manager of Operations
- Executive Assistant – Board Governance and Operations
- ~~Other operational supervisory staff~~

Note: Also responsible to see that an appropriate and ongoing performance management process is carried out with other operational staff.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY CLOSURE OF SCHOOLS/WORKSITES - EMPLOYEES

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(Formerly Policy 6135)

Purpose

The Board of Education has the responsibility, under *the School Act*, to keep district schools in session for all students and staff according to the annual School Calendar established by the Ministry of Education. Employees are expected to report to work each day.

However, the Board of Education also believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students.

School and/or worksite closure due to emergent conditions will be of three types:

- For students only
- For students and school-based employees
- For students and all employees

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

School Bus Service

There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m.

- The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.
- If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.
- If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school – conditions vary throughout the District and staff need to assess the conditions in their own area.
- **If buses are running in School District 69 (Qualicum), employees are expected to be at work.**

Closure during the School Day

- In extreme emergencies, schools may be closed after school has commenced.
- In those situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in his/her school zone, the Principal should contact the Superintendent of

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY CLOSURE OF SCHOOLS/WORKSITES - EMPLOYEES

Page 2 of 3

Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.

- When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all effected parents have been contacted.
- Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.

Employee Responsibilities

General

It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out.

Employees are expected to make every reasonable effort to attend their regular place of work. Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.

1. When schools are open and buses in School District 69 (Qualicum) are not running:

CUPE

- CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.
- **Within 3 days of returning to work**, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**
- This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

MATA

- MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).
- MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.
- MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.
- It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.
- If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry-out work duties from home.
- Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY CLOSURE OF SCHOOLS/WORKSITES - EMPLOYEES

Page 3 of 3

PRINCIPALS

Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.

2. When schools are closed:

Every effort will be made to make a decision early enough so that announcements can start no later than 6:30 am through local media and the District website: www.sd69.bc.ca if power is available.

CUPE

- If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.
- CUPE staff who are ~~not school-based (including custodians)~~ are expected **deemed necessary are requested** to report to work.

Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff on the Snow Crew (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.

- If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.
- Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.
- This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

MATA

If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this district only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.

PRINCIPALS

Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

Page 1 of 2

(Formerly Board Policy 7160)

Purpose:

The Board of Education has the responsibility, under the *School Act*, to keep District schools in session for all students and staff according to the annual School Calendar established by the Ministry of Education. However, the Board of Education also believes **recognizes** that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following:

- Inclement weather
- Power outage
- Failure of heating or water services
- Emergency health issues
- Other emergency situations.

~~The Board of Education authorizes the~~ **The** Superintendent of Schools, or designate, **has the authority** to close schools by reason of weather emergencies or for other causes that might endanger the health or safety of students and staff.

School Closure

1. There are occasions when the ~~Transportation~~ **General Manager of Operations**, in consultation with the Superintendent of Schools ~~and the Operations and Maintenance Manager~~, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m.
2. Changes in bus operations or school closures shall be communicated to the following media outlets, which usually make such announcements between 6:30 and 8:00 a.m.:
 - CIBH Radio ("The Beach" – 88.5 FM) Parksville
 - CHPQ Radio ("The Lounge" – 99.9 VM) Parksville
 - CHWF Radio ("The Wolf" – 106.9 FM) Nanaimo
 - CKWV Radio ("The Wave" - 102.3 FM) Nanaimo
 - CKNW (980 AM) Vancouver
 - CBC Radio One (690 AM) Vancouver
 - CHEK TV News Victoria
 - ~~/A\ News Vancouver Island~~
 - **Parksville/Qualicum Beach News (PQB News)**
3. Prior to the end of October each year, parents will be reminded through school newsletters of the procedures that will be implemented in the event of emergent conditions.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

Page 2 of 2

Emergency Early Dismissal

4. Each school shall have an established plan by which parents can be notified in the event of an early closure.

In those situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal or designate has concerns for local road conditions in their his/her school zone, the Principal or designate should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal or designate as soon as it becomes apparent that school emergency closure will be necessary.

6. When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and, therefore, staff will activate their plan to contact parents. On such occasions the Superintendent of Schools shall activate ~~radio broadcasts~~ communication which notify parents that schools will be closed early and some or all bus schedules have been advanced.
7. If a school bus driver is unable to complete his/her normal bus run, the driver will so advise the ~~Transportation Department~~ General Manager of Operations. After discussion with the ~~Transportation Department~~, General Manager of Operations the driver will either return the students to their home school or deliver them to an alternate location identified by the ~~Transportation Manager~~ General Manager of Operations. Parents will be advised of such route changes either by ~~announcement over the radio or direct telephone contact~~ or other means.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

DISTRICT SCHOLARSHIPS

Page 1 of 1

(Formerly Board Policy 7061)

Purpose

The Board of Education believes that encouraging the pursuit of excellence in all areas of student learning is an integral part of its role. To that end, ~~the Board of Education will annually set aside \$5,000 for district scholarships to be distributed among the three secondary schools as detailed in the Regulations below.~~ **District staff will set aside not less than \$5,000 annually to be granted as District 69 scholarships to be distributed among the District's three secondary schools and Distributed Learning Program.**

1. ~~Scholarship funds will be allocated as follows:~~
 - ~~\$2,000 to Ballenas Secondary School~~
 - ~~\$2,000 to Kwalikum Secondary School~~
 - ~~\$1,000 to Parksville Alternate Secondary School (PASS)~~

District Scholarships are intended to be awarded to students who:

- Continually strive to demonstrate success
- Are active participants in school activities and/or the local community
- Are well-rounded individuals

Process

A District Scholarship Committee will be established consisting of ~~one~~ **two** Trustees (**one of whom** ~~who~~ will chair the committee), the Superintendent or designate, the Secretary-Treasurer or designate, ~~an elementary school administrator, and a middle school administrator,~~ **and an elementary school Principal/Vice Principal.**

The District Scholarship Committee will review a short list of applicants from each school as determined by each school's scholarship committee.

The Board **District Scholarship Committee** will then interview applicants and award the District Scholarships. **recommend recipients to the Board of Education for approval.**

District Scholarships will be awarded at each school's Commencement Ceremony.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

BOARDING ALLOWANCE SUBSIDY

Page 1 of 1

(Formerly Board Policy 7070)

Purpose

The Board of Education acknowledges that it may be necessary for students from Lasqueti or other islands within School District 69 electoral boundaries to live away from home in order to attend school beyond the grade levels offered at False Bay School.

The Board of Education may assist in providing an allowance of \$350.00 per month for **a monthly Boarding Subsidy to** eligible students in order to ~~ensure an opportunity for those students to fulfill graduation requirements.~~ **assist families with the costs associated with living away from home to pursue high school graduation in a School District 69 school.**

Procedure

1. Application shall be made annually to the Secretary Treasurer.
2. Applicants shall meet the following criteria:
 - a. The student's ordinary residence (the place to which the student returns when not in school) is on Lasqueti or other islands within School District 69 electoral boundaries.
 - b. The student will be in attendance at a School District 69 public school.
 - c. The student may not be taking all of his/her courses through a distributed learning program such as the Collaborative Education Alternative Program (CEAP).
 - d. The student is required to enroll in a grade level not offered at False Bay School.
 - e. The student is of school age (less than 20 years of age at the end of the school year).
3. Payment shall be dependent upon regular school attendance **and a demonstrated commitment to learning and success.** ~~by the student on days when the school is open for instruction. If there are more than five unexcused absences within a school month, a reduction of \$20.00 will be applied for each day the student was absent without an excuse acceptable to the school. If there are more than ten unexcused absences within a school month, the monthly allowance will be withheld in total. In exceptional circumstances, parents or students may apply to the Board for relief from this section of the regulations.~~
4. Payments shall be made at the end of each school month following receipt by the Secretary Treasurer of verification from the enrolling school of the student's regular attendance **and commitment to success.**
5. An assignment by the parent(s) must be submitted to allow the Board to pay the allowance **subsidy** on behalf of the parent(s) directly to the person providing the boarding/lodging.
6. All contractual arrangements for boarding/lodging of a student are between the parent(s) of the student and the person(s) providing the boarding/lodging.
7. Necessary forms for boarding/lodging allowance **subsidy** application shall be made available in **on** the School District 69 office of the Secretary Treasurer **website.**
8. The amount of the subsidy will be reviewed annually and adjusted in concert with the Consumer Price Index for BC in January of each year.