



## REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 24, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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**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: March 13, 2018  | p 1-6   |
| b. | Ratification of In Camera Board Meeting Minutes: March 13, 2018  | p 7     |
| c. | Ratification of Special In Camera Board Meeting Minutes: March 9, 2018   | p 8     |
| d. | Approval in Principal for a Kwalikum Secondary School Student field trip to Europe from March 18 to March 29, 2019.  | p 9-15  |
| e. | Approval in Principal for a Ballenas Secondary Student field trip to Italy & Greece from March 18 to March 29, 2019. | p 16-22 |
| f. | Final approval for Ballenas Secondary School Student field trip to New Mexico from June 18 to June 24, 2018.         | p 23-30 |
| g. | News Releases  |         |
|    | • Funding supports better learning environment for BC Students   | p 31    |
|    | • BCSTA responds to government's \$198m maintenance funding announcement   | p 32    |
|    | • Province recruiting teachers internationally to support BC's French language students                              | p 33-36 |
|    | • New Student Ranger Program launched today  | p 37-38 |
|    | • Education mission will attract more French teachers to BC  | p 39-41 |
|    | • Capital Project Grants Available for Community Organizations   | p 42-43 |
| h. | Reports from Board Representatives to Outside Organizations  |         |
|    | • High Ground Communities for All Conference – Trustee Young   | p 44-45 |
|    | • Indigenous Education Services Advisory Committee – Trustee Young   | p 46    |
|    | • Oceanside Building Learning Together Coalition – Trustee Austin  | p 47    |
| i. | Status of Action Items – April 2018  | p 48    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 24, 2018, as presented (*or, as amended*).

**5. DELEGATIONS/PRESENTATIONS (10 MINUTES)**

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6. **BUSINESS ARISING FROM THE MINUTES**
  7. **TRUSTEE HIGHLIGHTS**
  8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
  9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
  10. **DISTRICT PARENTS ADVISORY COUNCIL**
  11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD (10 MINUTES)**
  12. **ACTION ITEMS**
    - a. **Capital Plan Bylaw No. 2018/19-CPSD69-01** (Ron Amos) p 49-51  
*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2018/19-CPSD69-01 at its Regular Board Meeting of April 24, 2018.

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2018/19-CPSD69-01 at its Regular Board Meeting of April 24, 2018.

**THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2018/19-CPSD69-01 at its Regular Board Meeting of April 24, 2018.

**THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2018/19-CPSD69-01 at its Regular Board Meeting of April 24, 2018.
    - b. **2018/19 Annual Budget Bylaw** (Ron Amos) p 52-67  
*Recommendations:*

**THAT** the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2018/19 fiscal year at its Regular Board Meeting of April 24, 2018.

**THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$55,155,050 for the 2018/19 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$55,155,050 for the 2018/19 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$55,155,050 for the 2018/19 fiscal year.

**c. Board/Authority Authorized Courses**

- i. **Jewelry and Design 10** p 68-72  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Jewelry and Design 10*.
  
- ii. **English Language Development (ELL) 10** p 73-77  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *English Language Development 10*
  
- iii. **Leadership 10** p 78-82  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Leadership 10*.

**13. INFORMATION ITEMS**

- a. **Educational Programs Update** *(Gillian Wilson)*
- b. **Education Planning Update** *(Rollie Koop)*
- c. **Quarterly Financial Update** *(Ron Amos)* p 83-85
- d. **Lions SPOT Vision Scanning Report** *(Rollie Koop)* p 86-88

**14. CORRESPONDENCE ATTACHED**

None

**15. BYLAWS/POLICIES/ADMINISTRATIVE PROCEDURES**

*(Trustee Young)*

- a. **Board Bylaw 2 – Board Structure** p 89-91  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to School District No. 69 (Qualicum) Board Bylaw 2: *Board Structure*, at its Regular Board Meeting of April 24, 2018.
  
- b. **Board Policy 4006 – Accumulated Operating Surplus** p 92-94  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 4006: *Accumulated Operating Surplus* and its attendant Administrative Procedure at its Regular Board Meeting of April 24, 2018.

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- c. Board Policy 7015: Student Catchment Areas/Cross Boundary Transfer** p 95-96  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the revisions to the Administrative Procedure to Board Policy 7015: *Student Catchment Areas/Cross Boundary Transfer* at its Regular Board Meeting of April 24, 2018.
- d. Administrative Procedure – District Scholarships** p 97  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve renaming of the Board Administrative Procedure: *District Scholarships* to *Board of Education Scholarships* at its Regular Board Meeting of April 24, 2018.
- e. Attachments to Administrative Procedure: Boarding Subsidy** p 98-99  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) receive the attachments to the Administrative Procedure: *Boarding Subsidy* at its Regular Board Meeting of April 24, 2018.
- f. Board Policy 8007: Towards a Scent Considerate School/Work Environment** p 100-103  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the revisions to the Administrative Procedure to Board Policy 8007: *Towards a Scent Considerate School/Work Environment* at its Regular Board Meeting of April 24, 2018.
- g. Policy/Administrative Procedures Reviewed** p 104-105  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) confirms that the following administrative procedure was reviewed and confirmed as written:
- *Section 177 – Exclusion Order*
- h. Rescinding of Policies** p 106-114  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) rescind the following Board Policies at its Regular Board Meeting of April 24, 2018:
- 8000: *School Medical Rooms*
  - 8001: *Health Services*
  - 8003: *HIV – Commonly Known as AIDS Virus*
  - 5050: *Secondary School Student Evaluation*
  - 5094: *Alternative Education Programs*
- 16. TRUSTEE ITEMS**
- 17. NEW OR UNFINISHED BUSINESS**
- 18. PUBLIC QUESTION PERIOD**
- 19. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, MARCH 13, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

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

**Administration**

|                  |  |
|------------------|--|
| Rollie Koop      | Superintendent of Schools  |
| Ron Amos         | Secretary Treasurer  |
| Gillian Wilson   | Assistant Superintendent of Schools  |
| Ryan Hung        | Assistant Secretary Treasurer  |
| Chris Dempster   | General Manager of Operations  |
| Francine Frisson | Vice-Principal, L'Ecole Oceanside Elementary School<br>Qualicum District Principals/Vice Principals' Association |
| Karin Hergt      | Executive Assistant (Recording Secretary)  |

**Education Partners**

District Parents Advisory Council (DPAC)

**1. CALL TO ORDER**

Chair Flynn called the meeting to order at 7:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

**3. ADOPTION OF THE AGENDA**

**18-55R**

*Moved:* Trustee Gair                      *Seconded:* Trustee Kurland

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

**CARRIED UNANIMOUSLY**

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: February 27, 2018
- b. Ratification of In Camera Board Meeting Minutes: February 20, 2018
- c. News Releases
  - Students and BC government taking a stand against cyberbullying
  - Thinking of running for local office?
  - Elections Resource: A Guide for School Trustee Candidates
  - Finding a better way to support school districts, student success
  - New commissioner for teacher regulation appointed
- d. Reports from Board Representatives to Outside Organizations
  - Oceanside Building Learning Together Coalition – Trustee Austin
- e. Status of Action Items – March 2018
- f. Approval in Principal for a Ballenas Secondary Student field trip to New Mexico from June 18 to June 24, 2018.

**18-56R**

*Moved:* Trustee Gair                      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of March 13, 2018, as amended.

CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS**

- a. **Suggestion from Canadian Parents for French BC/Yukon for a SD69 French Immersion Program Policy**

Greer Cummings, President of Canadian Parents for French BC/Yukon, presented a proposal for a School District 69 French Immersion Program policy, requesting that the Board amend the policy range 5000 to include accommodation for the French Immersion programs that are offered by the school district to ensure the appropriate support, maintenance and development of the program.

Chair Flynn advised that the proposal would be presented to the Board Policy Committee at its next meeting for consideration.

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS****Trustee Young**

- Referred to a document created by Liesel Knaack and Paige Fisher of Vancouver Island University, which was a summary of what is changing in the BC K-12 Curriculum and how that relates to post-secondary education.
- Praised staff of School District 61 (Greater Victoria) who hosted the Vancouver Island School Trustees Association's Spring 2018 Conference.
- Acknowledged the SD61 Policy #4305: *Gender Identity and Gender Expression* in support of Sexual Orientation and Gender Identity (SOGI). School District 69 has chosen to include SOBI policies within its Board Policy 7000: Safe, Caring and Inclusive School Communities and its attendant Administrative Procedure.
- Directed attendees to SOGI Parent Resources at SOGI 123 [www.sogieducation.org](http://www.sogieducation.org)
- Suggested that the Oceanside area hold a Pride Parade of which she would be interested in being part of the organizing committee.

**Trustee Austin**

- Presented a video clip from CHEK news on the Food Rescue Distribution Centre. She then shared pictures of, and video clips her fellow trustees enjoying, the results of dishes created by students in the Esquimalt High School Culinary Program from food donated by the local Food Share Network. This was an incredible example of a partnership and community spirit.
- Trustee Austin added that the Oceanside Building Learning Together Coalition has been discussing the number of families that rely on the Food Bank. It was also mentioned at a recent DPAC meeting how essential food programs are at schools and that, despite the money raised by PACs, there is a growing need for great amounts and more nutritious food. A food rescue distribution centre might assist with that need.

**Trustee Kurland**

- Attended the ground breaking ceremony of the Qualicum First Nations Child Care Centre on Friday, March 9, 2018, which was a moving experience. The event was attended by a number of visiting dignitaries, including Scott Fraser, Minister of Indigenous Relations and Reconciliation. Other attendees included Jesse Recalma, an SD graduate, and Carrie Reid, a District Indigenous Education Resource Teacher who spoke to the decision to choose the site, which was a cedar forest next to a stream where travelers would stop to have a drink of water and replenish their containers before continuing on to Port Alberni. A cohort of young children also assisted with the ground breaking.

**Trustee Gair**

- Attended a technology presentation by staff from the Victoria School District at the recent VISTA Conference. The presentation outlined ways the district is integrating technology into schools with a particular focus on creating equality and equity among all schools in the district.
- Inadvertently participated in Pink Shirt Day at Ballenas while delivering a long service presentation, resulting in his having his hair dyed pink. Pictures of the event can be found on the Ballenas Twitter page.

**Trustee Flynn**

- Chaired the Saturday Business Meeting portion of the VISTA conference as the VISTA President. One of the motions passed was for VISTA to write a letter to the Minister expressing Boards' grave concerns over the imposition of the payroll tax. The Minister had spoken to the topic during his address to attendees on the Friday evening, acknowledging the impact the tax would have on district budgets and noting it was under negotiation.
- Attended the first meeting of the Funding Review Panel with the Superintendent and the Secretary Treasurer. What resonated most with attendees was the need for long-term sustainable predictable funding. She noted that the 'quantum' would not change (the envelope of money) so that presents a challenge. The analysis is expected to be completed by the first week of July as to how districts will receive and manage their funds. The challenge is to create more flexibility with the new curriculum and keep students as the number one priority.

8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**  
No Report

9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**  
No Report

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

Andrea Button, President, commented on the following:

- The White Hatter presentation held on Monday, March 9<sup>th</sup> was well attended by 68 people
- The next DPAC meeting is scheduled for Wednesday, April 18<sup>th</sup>.
- DPAC donated \$3000 to the Rocket Program at Ballenas Secondary School.

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

None

**12. ACTION ITEMS**

None

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

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

- SOGI Training was held on March 5 with approximately 35 attendees who reviewed the material on the SOGI 1 2 3 website and discussed how to implement SOGI in schools and share information through training sessions with staff.
- Book Club Conversations with school administrators are being held every few weeks.
- Teachers attended a session on FreshGrade and Scholantis portfolios. A follow up session will be scheduled after the spring break.
- A *Pete the Cat* community event will be held on Thursday, April 19<sup>th</sup>. Trustee Austin noted that there will be an information booth at the event to share information about the provincial initiative to help subsidize daycare costs.
- *Kindergarten Booklet in a Bag* has been shared with the elementary principals and vice principals. Of note is a set of cards created by Judi Malcolm, Literacy Outreach Coordinator, which help initiate conversations between children and their parents to promote social and emotional learning. Each child registered in Kindergarten for September 2019 will receive a kit.  
Trustee Young added that Ms. Malcolm received input from a number of people, particularly the Heart Mind Group, to assist with the storytelling aspect.
- A student field trip to Seattle, Washington, that had previously been approved by the Board, has been cancelled due to lack of participants
- French Immersion Kindergarten Registration was held in January and February with 50 students confirmed for the 2019/20 school year.

**b. Education Planning Update**

Superintendent Koop advised that he is preparing for the spring engagement with students and parents through a ThoughtExchange survey to reflect on where the District has been and also to identify other directions they may wish the Board to take or areas that could be replaced. The current set of strategic priorities runs to November and the plan is to have an updated set of strategic priorities in place before the end of the school year. The Board will also be reviewing its Vision,

Mission, Values and Guiding Principles document to have in place for the newly elected Board, which can then confirm or modify that work.

He also reported that staff are working to fill upcoming administrative vacancies, one being the Director of Human Resources position as well as for principals and vice principals. Of note was the hiring of a Health & Wellness Coordinator to the District which was initiated through funding received from the Ministry to ensure the health and wellness of all District employees.

**c. Board Financial Governance & Accountability Requirements**

Secretary Treasurer Amos referred to his memo in the Board agenda package, which provided a summary of the progress made to date on the Board's Financial Governance & Accountability Requirements as directed by the Ministry of Education to have in place by June 30, 2018. He also reconfirmed other initiatives undertaken by the District which included the Long Range Facility Plan and the creation of the Capital Planning Committee.

**14. CORRESPONDENCE ATTACHED**

None

**15. POLICY/ADMINISTRATIVE PROCEDURE**

**a. Board Bylaw 2 – Board Structure**

Trustee Young noted a change in normal process to bring Bylaws before the Board for approval due to the change of the election date which resulted in the terms of office changing to the first Monday after November 1. Boards are required to revise their bylaws/policies in that regard before the end of the school year. The bylaw will be presented next to the District Policy Advisory Committee on March 14<sup>th</sup>.

**18-57R**

*Moved:* Trustee Young      *Seconded:* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to School District No. 69 (Qualicum) Board Bylaw 2: *Board Structure*, at its Regular Board Meeting of March 13, 2018.

CARRIED UNANIMOUSLY

**16. TRUSTEE ITEMS**

**a. Letter of Support to School District No. 74 (Gold Trail)**

Trustee Austin referred to the Gold Trail School District's poster campaign addressing anti-racism and white privilege and requested that the Board write a letter of support.

**18-58R**

*Moved:* Trustee Austin      *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) write a letter to School District 74 (Gold Trail) in support of their poster campaign on anti-racism and white privilege.

CARRIED UNANIMOUSLY

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

None

**19. ADJOURNMENT**

Trustee Gair moved to adjourn the meeting at 8:01 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING**

**SECTION 72 REPORT**

March 13, 2018

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**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                  |
| JoAnne Shepherd | Director of Human Resources               |
| Karin Hergt     | Executive Assistant (Recording Secretary) |

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

- Notice of Appeal
- Personnel/Labour Relations
- Policy

No motions were presented for approval at this meeting.

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

**SPECIAL IN-CAMERA MEETING**

SECTION 72 REPORT

March 9, 2018

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**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                       |
| Karin Hergt | Executive Assistant (Recording Secretary) |

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

- Notice of Appeal

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

- Notice of Appeal

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Chairperson

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Secretary Treasurer



# KWALIKUM SECONDARY SCHOOL

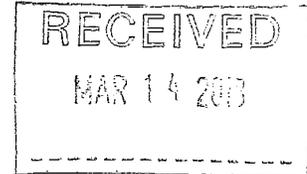
*Working together to realize our full potential*

Principal: Lori Marshall [lmarshall@sd69.bc.ca](mailto:lmarshall@sd69.bc.ca)

Vice- Principal: Lesley Rowan [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

March 12, 2018

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



Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Germany, Poland, Czech Republic and Hungary for Spring Break 2019. This trip has been planned by teachers Jaret Abel and Jim Pearce.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall  
Kwalikum Secondary School

Copy: Jaret Abel and Jim Pearce



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall [lmarshall@sd69.bc.ca](mailto:lmarshall@sd69.bc.ca)

Vice-Principal: Lesley Rowan [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

March 3, 2018

Board of School Trustees  
School District #69 (Parksville/Qualicum)  
PO Box 430, 499 W. Island Highway  
Parksville, BC, V9P 2G6

Dear Board of School Trustees,

At this time, I would like to apply for agreement in principle for a trip to Germany, Poland, Czech Republic and Hungary during Spring Break 2019. I am planning to take a small group of approximately 20 students with the support of 2 other teachers. I am applying in advance so that we may begin to provide opportunities for the students to fundraise and to save their money over the summer months. As well, early approval will allow our school to add the trip to the school calendar.

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be the tour of Auschwitz, a German concentration camp located just outside of Krakow, which will certainly provide a lasting imprint in their psyche about the tragedies and cost of World War II. This trip will ideally be co-curricular in design as the students have been encouraged to enroll in Genocide Studies 12.

Sincerely yours,

Jaret Abel  
Travel Club Coordinator

Jim Pearce  
Teacher Chaperone

FORM SD69-FE10: REQUEST FOR PRELIMINARY 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-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 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>Kwakiwuk Secondary</u>   |   |  |
| Educator-in-Charge: <u>Jaret Abel</u>  |   |  |
| Email Address: <u>Jabel@sd69.bc.ca</u>   |   |  |
| Proposed Destination: <u>Germany, Poland, Czech republic</u>   |   |  |
| Proposed Departure Date: <u>Spring Break 2019</u> Proposed Return Date: <u>Spring Break 2019</u>   |   |  |
| Area of Study: <u>Genocide Studies 12</u> Grades: <u>10-12</u>   |   |  |
| Educational Purpose of Trip: <u>Develop appreciation of European history</u>   |   |  |
| Total No. of Students: <u>20</u>   |   |  |
| Total Projected Cost:  |   |  |
| Projected Cost per Student:<br>\$ <u>3500</u>  | Projected Built-in Cost per Teacher:  | Projected Cost to Teacher (if any):<br>\$ <u>300</u> |
| Proposed Excursion Details (or attach Planning Form): <u>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:<br><u>Teachers (Abel, Jim Pearce)</u>   |   |  |
| Educator-in-Charge (please print):<br><u>Jaret Abel</u>  | Date (day/month/year):<br><u>02/03/18</u>   | Educator-in-Charge signature:<br><u>Jaret Abel</u>   |
| Principal Name (please print):<br><u>Lori Marshall</u>   | Date (day/month/year):<br><u>12/03/18</u>   | Principal Signature:<br><u>L Marshall</u>            |
| Preliminary Approval of Board of Education or designate (please print):  | Date (day/month/year):  | Signature:   |
| Distribution Key:<br>White: District Office<br>Canary: District Office - to be returned to school/teacher confirming Board of Education Preliminary Approval<br>Pink: Teacher Copy - to be kept on file at school prior to submission for Board of Education Preliminary Approval<br>Goldenrod: School Office Copy: to be kept on file prior to submission for Board of Education Preliminary Approval |   |  |

Watch videos, read reviews and enrol on your teacher's Tour Website

[eftours.ca/](http://eftours.ca/)

This is also your tour number

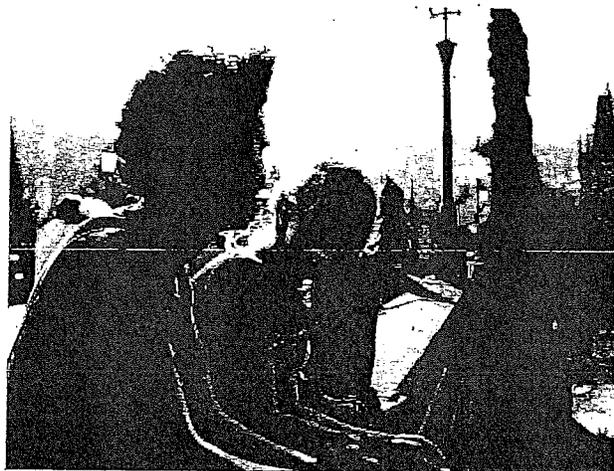
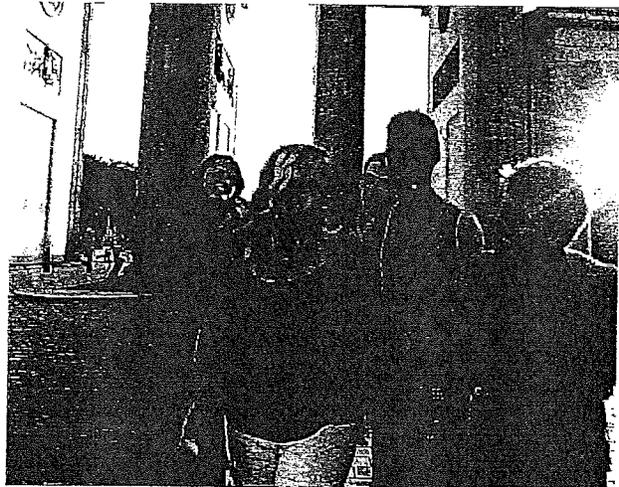
# BERLIN, PRAGUE, KRAKOW & BUDAPEST

10 or 12 days | Germany | Czech Republic | Poland | Hungary | Extension to Austria

Travel through the Iron Curtain and World War II to Gothic cathedrals and ancient cities that are now more vibrant than ever. Berlin mixes historical significance, rich culture and an exciting cosmopolitan energy. Prague, which escaped the bombs of World War II, woos you with old-world charm. And in Krakow and Budapest, two of Europe's most underrated cities, architectural gems await around every corner.

## YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  Sightseeing: 5 sightseeing tours led by expert, licensed local guides (6 with extension); 1 sightseeing tour led by your Tour Director; 3 walking tours (4 with extension)
-  Entrances: Topography of Terror Museum; St. Vitus Cathedral; Golden Lane; Auschwitz and Birkenau; Wawel Cathedral; St. Mary's Church; Matthias Church; with extension: Schönbrunn Palace
-  weShare, our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-  All of the details are covered: Round-trip flights on major carriers; comfortable motor coach; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food; the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

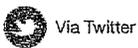
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

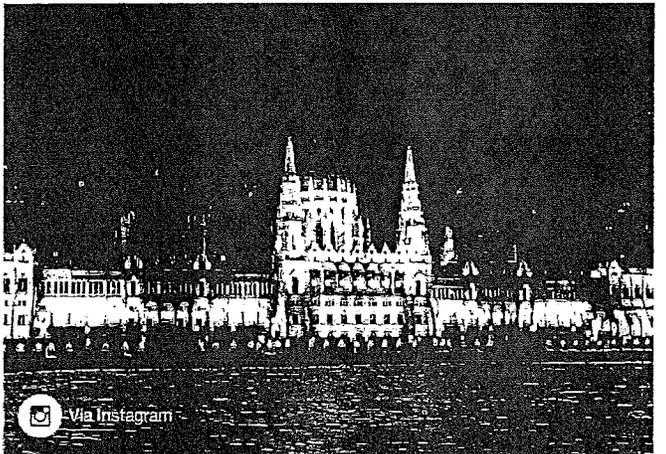
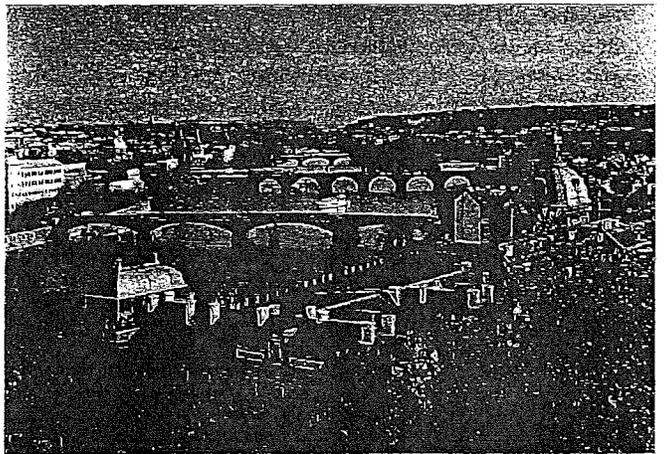
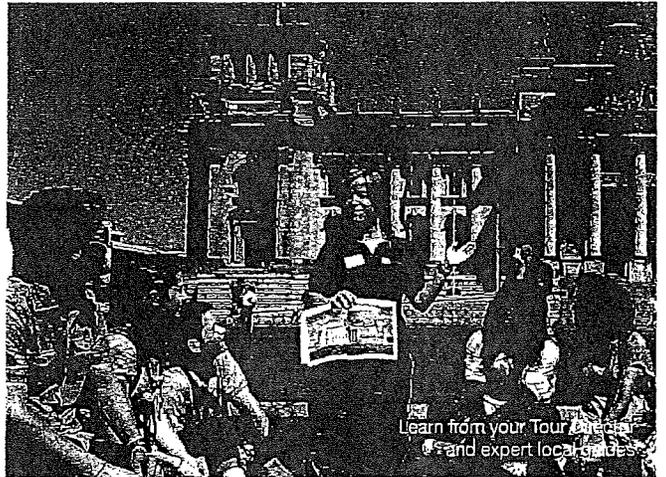
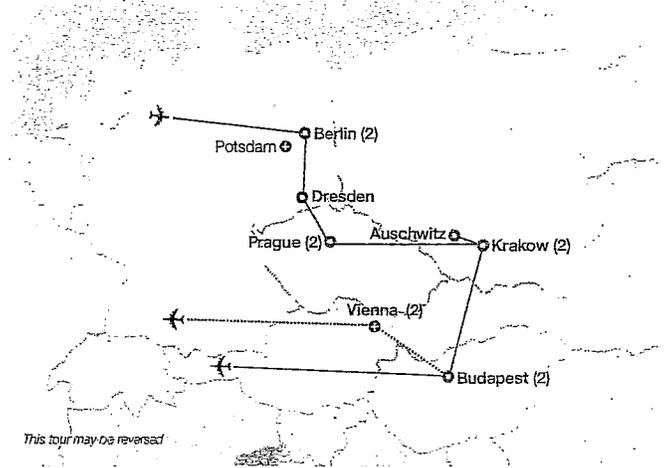
—MELISSA, TRAVELLER



## CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.ca/](http://eftours.ca/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly overnight to Germany

#### Day 2: Berlin

- Meet your Tour Director at the airport in Berlin. Poised at the cutting edge of European culture, this German capital has been transformed since the Berlin Wall fell in 1989. During your stay you'll see Checkpoint Charlie, named after the checkpoint station that once guarded the border between East and West Germany. At the Topography of Terror Museum, on the site of the old SS and Gestapo headquarters, you'll touch the largest piece of the Berlin Wall still standing in its original spot. Stroll past cafes, restaurants and embassies along Unter den Linden, Berlin's most elegant boulevard. Continue to the imposing Reichstag building, the historical seat of Germany's parliament.
- Take a walking tour of Berlin.

#### Day 3: Berlin

- Take an expertly guided tour of Berlin: Brandenburg Gate.
- Photo stop at Checkpoint Charlie.
- Visit the Topography of Terror Museum.
- Time to see more of Berlin or
  - visit Potsdam.

#### Day 4: Dresden | Prague

- Travel to Dresden.
- Take a tour of Dresden.
- Continue on to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit. During your stay you'll pass the concert hall where Mozart conducted the premiere of Don Giovanni. Walk the quaint, cobbled streets of the Mala Strana and visit the 13th-century Stare Mesto (Old Town) and Market Square. Here you'll see the famous 15th-century astronomical clock. From St. Vitus Cathedral to the Baroque statues of the Charles Bridge, you'll explore the celebrated art and architecture of the City of One Hundred Spires.

#### Day 5: Prague

- Take an expertly guided tour of Prague: Charles Bridge.
- Visit St. Vitus Cathedral.
- Visit the Golden Lane.
- Take a walking tour of Prague.

#### Day 6: Krakow

- Travel to Krakow, the only major Polish city to escape devastation during World War II, leaving the beautiful architecture of its Old Town intact. As you explore the former capital you'll see Wawel Cathedral, where Polish kings were crowned and Pope John Paul II once served as archbishop. Stroll through Główny Square, passing beautiful Sukiennice Cloth Hall and the Jagiellonian University. You'll also take a somber visit to the concentration camps at Auschwitz and Birkenau. Now the site of a memorial museum, you can view a film about the horror of Auschwitz and Hitler's Third Reich here. Before you leave, observe a moment of remembrance for the six million victims of the Holocaust.
- Visit Auschwitz and Birkenau.

#### Day 7: Krakow

- Take an expertly guided tour of Krakow: Wawel Hill; Główny Square.
- Visit Wawel Cathedral.
- Visit St. Mary's Church.
- Enjoy free time in Krakow.

#### Day 8: Budapest

- Travel via Slovakia and the Tatra Mountains to Budapest.
- Take a walking tour of Budapest: Fisherman's Bastion; Parliament.

#### Day 9: Budapest

- Take an expertly guided tour of Budapest.
- Visit Matthias Church.
- Time to see more of Budapest or
  - visit the Budapest Baths.

#### DAY 10: Depart for home

#### • 2-DAY TOUR EXTENSION

##### Day 10: Vienna

- Travel to Vienna.
- Take a walking tour of Vienna: Opera House; Kärntnerstrasse.
- Enjoy an authentic wiener schnitzel dinner.

##### Day 11: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Rathaus.
- Visit Schönbrunn Palace.

##### Day 12: Depart for home



*In Berlin, Germany #berlin  
#germany #ef #eftours  
#neverstopexploring*

- NICK, TRAVELLER



Via Instagram

*This trip was amazing!! Not many people get to go to Eastern Europe, and it was such a great experience. We loved our tour guide and I really felt like I bonded with my classmates. Would recommend this trip to everyone!*

- MARY, STUDENT



Via Facebook

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

— The easiest ways to —  
**ENROL TODAY**



**Enrol on our website**  
eftours.ca/enrol



**Enrol by phone**  
1-800-263-2806  
**Enrol by fax**  
1-800-556-6046



**Mail your Enrolment Form to:**  
EF Educational Tours  
80 Bloor Street West, 16th Floor  
Toronto, ON M5S 2V1

My Group Leader is :  
Requested Departure Date:  
TOUR# 2047567XU  
GL# 5213221

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides. -*

—CHARLOTTE, DAUGHTER TRAVELLED JUNE 2014



Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

Your teacher has partnered with EF because of our unmatched experience and worldwide presence, as well as our commitment to providing students with life-changing travel opportunities that are immersive and affordable. For over 50 years, we've worked with educators across the globe to help millions of people become citizens of the world by breaking down barriers of language, culture and geography.

- We offer the lowest prices. As the World Leader in International Education, we make culturally immersive educational travel a reality for more students by offering the guaranteed lowest price. When you enroll early, you secure the lowest price for your tour.
- All of our educational itineraries feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.

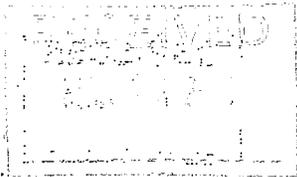
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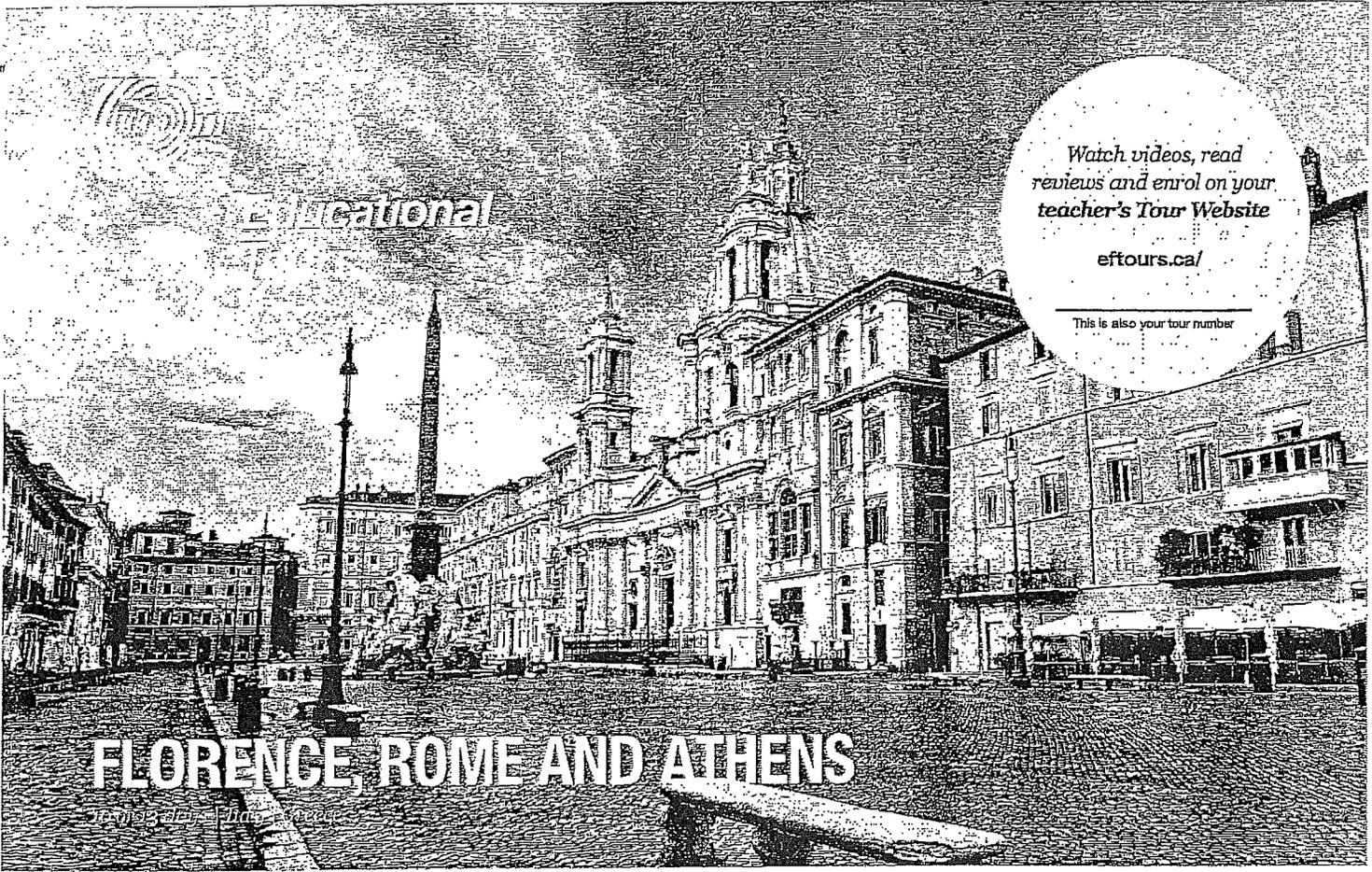
FORM SD69-FE10

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 if answered "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 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.  |   |  |  |   |   |   |   |  |   |  |  |                        |            |
| <p>SCHOOL NAME: <u>Ballenas Secondary</u></p> <p>Educator-in-Charge: <u>Debbie Debuysscher</u></p> <p>Email Address: <u>ddebuyss@sd69.bc.ca</u></p> <p>Proposed Destination: <u>Italy &amp; Greece</u></p> <p>Proposed Departure Date: <u>March 20, 2019</u> Proposed Return Date: <u>April 1, 2019</u></p> <p>Area of Study: <u>History, Art &amp; Culture</u> Grades: <u>9-12</u></p> <p>Educational Purpose of Trip: <u>Experience Renaissance art &amp; culture, explore ancient Roman ruins &amp; Greek mythology. Gain self-confidence &amp; a global perspective.</u></p> <p>Total No. of Students: <u>twelve students</u></p> <p>Total Projected Cost:</p> <table border="1"> <tr> <td>Projected Cost per Student: <u>\$4534.00</u></td> <td>Projected Built-in Cost per Teacher: <u>\$4534.00</u><br/><u>1 teacher free for 6 enrolled students</u></td> <td>Projected Cost to Teacher (if any): <u>\$500.00</u><br/><u>food.</u></td> </tr> </table> <p>Proposed Excursion Details (or attach Planning Form): <u>see attached</u></p> <p><u>depart Nanaimo for Florence, Rome, Pompeii, Delphi, Athens &amp; Greek Islands</u></p> <p>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:<br/><u>Debbie Debuysscher (teacher) Graeme Nailor (teacher)</u><br/><u>Shannon Cortfortin (teacher)</u></p> <table border="1"> <tr> <td>Educator-in-Charge (please print):<br/><u>Debbie Debuysscher</u></td> <td>Date (day/month/year):<br/><u>13/03/2018</u></td> <td>Educator-in-Charge signature:<br/><u>D Debuysscher</u></td> </tr> <tr> <td>Principal Name (please print):<br/><u>Rudy Terpstra</u></td> <td>Date (day/month/year):<br/><u>14/03/2018</u></td> <td>Principal Signature:<br/><u>[Signature]</u></td> </tr> <tr> <td>Preliminary Approval of Board of Education or designate (please print name):</td> <td>Date (day/month/year):</td> <td>Signature:</td> </tr> </table> |   |   | Projected Cost per Student: <u>\$4534.00</u> | Projected Built-in Cost per Teacher: <u>\$4534.00</u><br><u>1 teacher free for 6 enrolled students</u> | Projected Cost to Teacher (if any): <u>\$500.00</u><br><u>food.</u> | Educator-in-Charge (please print):<br><u>Debbie Debuysscher</u> | Date (day/month/year):<br><u>13/03/2018</u> | Educator-in-Charge signature:<br><u>D Debuysscher</u> | Principal Name (please print):<br><u>Rudy Terpstra</u> | Date (day/month/year):<br><u>14/03/2018</u> | Principal Signature:<br><u>[Signature]</u> | Preliminary Approval of Board of Education or designate (please print name): | Date (day/month/year): | Signature: |
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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



**Educational**

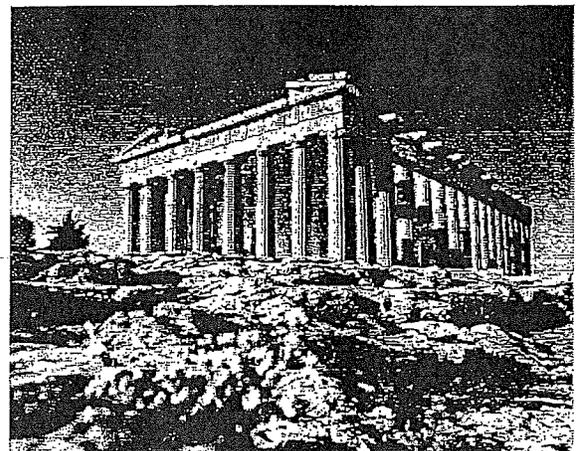
Watch videos, read reviews and enrol on your teacher's Tour Website  
[eftours.ca/](http://eftours.ca/)  
This is also your tour number

# FLORENCE, ROME AND ATHENS

Start in Florence and relive the Renaissance where it began. Then journey into the heart of the Roman Empire and come face-to-face with the Colosseum and Vatican City. See Roman ruins in Pompeii before crossing the Mediterranean to admire the mythical aura of Delphi. Head to Athens and encounter the city's frenetic bustle and then marvel at the Acropolis.

## YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  Sightseeing: 6 sightseeing tours led by expert, licensed local guides; 1 walking tour
-  Entrances: Duomo; Sistine Chapel; St. Peter's Basilica; Colosseum; Roman Forum; Pompeii Roman Ruins; Delphi site; Delphi Museum; Acropolis; Acropolis Museum
-  weShare, our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   All of the details are covered: Round-trip flights on major carriers; comfortable motor coach; night ferry; 4-day Greek island cruise with extension (cruise staff gratuities included); 6 overnight stays in hotels with private bathrooms; 1 night cabin accommodation (5 with extension); European breakfast and dinner daily (3 meals daily during cruise extension)



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

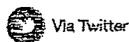
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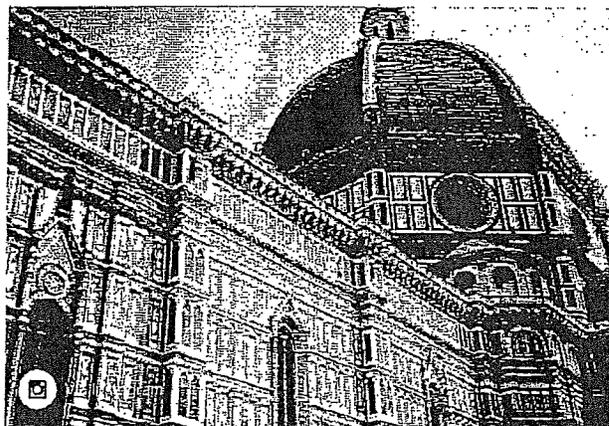
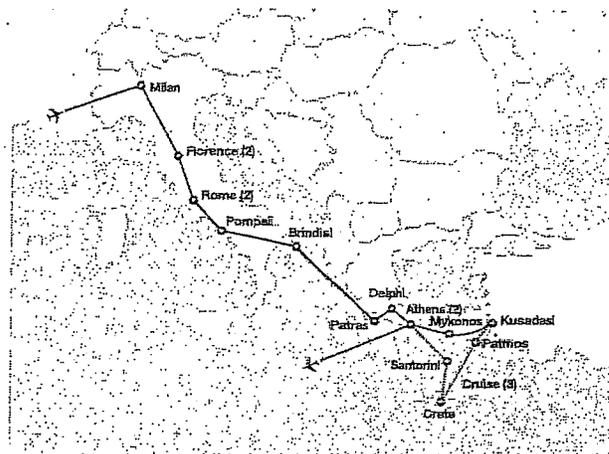
— MELISSA, TRAVELLER



**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at [eftours.ca/](http://eftours.ca/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly overnight to Italy

### Day 2: Milan | Florence

- Travel to Florence, the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue of David and Botticelli's The Birth of Venus still reside today. As you stroll through the city, pass by classical statues at the Piazza della Signoria. See the domed cap of the Santa Maria del Fiore Cathedral, better known as the Duomo, which dominates the skyline. Opposite the Duomo, look for the bronzed doors of Ghiberti's Gates of Paradise at the Baptistery. Walk across the Ponte Vecchio, a Medieval bridge where many of Florence's famed leather and gold artisans keep shop.

### Day 3: Florence

- Take a guided tour of Florence: Piazza della Signoria; Ponte Vecchio; Chiesa di Santa Croce; Gates of Paradise.
- Visit the Duomo.

### Day 4: Rome

- Travel to Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colourful uniforms of the Swiss Guard, protectors of the Vatican City. Before you say "arrivederci," toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.
- Visit the Colosseum.
- Take a guided tour of Rome.
- Visit the Roman Forum.

### Day 5: Rome

- Take a self-guided walking tour of Rome.
- Take a guided tour of Vatican City.
- Visit the Sistine Chapel.
- Visit St. Peter's Basilica.

### Day 6: Pompeii | Night ferry

- Visit the Pompeii Roman Ruins.
- Take a guided tour of Pompeii.
- Board a night ferry to Patras.

### Day 7: Patras | Delphi

- Arrive in Patras.
- Travel to Delphi.

### Day 8: Delphi | Athens

- Travel to Athens and discover the ancient city named for Athena, goddess of war and wisdom. During your stay you'll visit the Acropolis to view the Parthenon, perhaps the world's greatest architectural feat. See the Temple of Athena Nike, which once housed a gold statue of the goddess, her wings clipped to prevent her from deserting the city. Snap a picture of the Presidential Guard in traditional costume, then pass the stadium that hosted the first modern Olympics in 1896. You'll also have the chance to see the Temple of Olympian Zeus, built in 515 B.C. to honour the most powerful of all Greek gods.
- Visit the Delphi Museum.
- Take a guided tour of Delphi: Temple of Apollo.

### Day 9: Athens

- Take a guided tour of Athens.
- Visit the Acropolis.
- Visit the Acropolis Museum.
- Take a walking tour of Athens: Plaka District; Temple of Olympian Zeus.
- ☉ Experience a Greek evening.

### Day 10: Depart for home

#### ☉ 3-DAY TOUR EXTENSION

#### Day 10: Greek island cruise | Mykonos

- Board your cruise ship in Athens.
- Cruise the Greek Islands.
- Visit the Island of Mykonos.

#### Day 11: Greek island cruise | Kusadasi | Patmos

- Cruise the Greek Islands.
- Visit the Turkish port town of Kusadasi.
- Visit the island of Patmos.
- ☉ Shore Excursion Package 1: Ephesus and Knossos Palace.

#### Day 12: Greek island cruise | Crete | Santorini

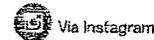
- Cruise the Greek Islands.
- Visit the island of Crete.
- Visit the island of Santorini.
- ☉ Shore Excursion Package 2: Ephesus, Knossos Palace and Oia Village.

#### Day 13: Depart for home



*I will never forget this trip to Italy and Greece one of the greatest experiences of my life! #eftours #parthenon #Acropolis #Greece*

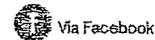
- KASEY, TRAVELLER



Via Instagram

*Just returned from a tour in Greece. Could not have chosen better tour guides if I had hand picked them myself. Iris was GREAT! All the guides were extremely knowledgeable and informative. Not to mention the care that they took to ensure our safety and satisfaction! Great Job EF! Thank you again Iris, for an unforgettable trip of a lifetime!*

- SUE, GROUP LEADER



Via Facebook

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

— The easiest ways to —  
**ENROL TODAY**



**Enrol on our website**  
efours.ca/enrol



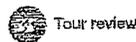
**Enrol by phone**  
1-800-263-2806  
**Enrol by fax**  
1-800-556-6046



**Mail your Enrolment Form to:**  
EF Educational Tours  
80 Bloor Street West, 16th Floor  
Toronto, ON M5S 2V1

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.*

—CHARLOTTE, DAUGHTER TRAVELLED JUNE 2014



## THE WORLD LEADER IN INTERNATIONAL EDUCATION

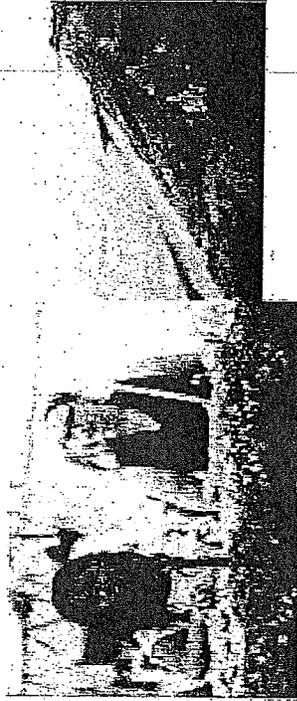
For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

- We always offer the lowest prices, guaranteed so more students can travel.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
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# Florence, Rome & Athens

*Educational travel at the guaranteed lowest price*



## PRICE DETAILS

*Florence, Rome and Athens*

Price valid until 2/28/2018

| STUDENT                     | ADULT                       |
|-----------------------------|-----------------------------|
| \$4,534<br>or \$362/ 12 mos | \$5,394<br>or \$433/ 12 mos |
| Program Price               | \$4,784                     |
| Peace of Mind               | \$0                         |
| Early Enrollment Discount   | -\$250                      |

EF EDUCATIONAL TOURS

1-800-899-2008

March 13, 2018

Dear Parents,

Your son/daughter has indicated an interest in participating in the Education First Tour of Florence, Rome, Athens and the Greek Islands during Spring Break of 2019. The proposed dates for this trip are Wednesday, March 20 to Monday, April 1 with 12 Ballenas students, two teacher chaperones and an experienced Education First tour director. The trip will provide an excellent opportunity for students to experience three of the most historically, artistically, and culturally significant cities in Europe.

Students will experience amazing architecture, innovation and artistic brilliance, which will hopefully encourage their own creativity and spark a desire for lifelong learning. Exposing students to the actual sites where the Renaissance emerged and Western politics and world events unfolded will deepen their understanding of world history and have academic results. Experiencing these iconic cities and their unique cultures will also allow students to appreciate their place in the world and develop new perspectives and a tolerance of others. Students will set a learning goal of personal interest and keep a travel journal. Upon completion of this trip, students will reflect on and share their learning and personal experiences from this exciting educational trip.

Tour highlights will include visits to the Duomo in Florence; the Sistine Chapel and St. Peter's Basilica in Vatican City; the Colosseum, Roman Forum and Pompeii Roman ruins in Italy; Delphi, the Acropolis in Athens and archeological sites on the Greek Islands. Please see attached itinerary for travel and cost details.

Every precaution will be taken to ensure student safety while on tour. Due to a travel advisory, the tour group will not visit Turkey. The bilingual EF tour director stays with our group 24/7 and is in constant contact with the local EF offices should any need arise. The tour director can respond to any medical, emergency or itinerary alteration necessary.

Please read through the information and consider allowing your son/daughter to participate in this excellent learning opportunity for our students, which will enhance their life experiences.

Respectfully,



Debbie De Buysscher  
Ballenas Secondary School  
cc. Mr. Rudy Terpstra, Principal



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)

RECEIVED  
MAY 24 2018

| APPROVAL CHECKLIST (Check/answer in 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.  |  |
| <b>SCHOOL NAME:</b> Bullenas Secondary School   |   |  |
| <b>Educator-in-Charge:</b> Carl Savage  |   |  |
| <b>Email Address:</b> csavage@sd69.bc.ca  |   |  |
| <b>Destination:</b> New Mexico Spaceport America  |   |  |
| <b>Departure Date:</b> June 18 2018 <b>Return Date:</b> June 24 2018  |   |  |
| <b>Area of Study:</b> STEM <b>Grades:</b> 11-12   |   |  |
| <b>Educational Purpose of Trip:</b> To launch our cube payload on a University of British Columbia rocket, recover and analysis the data  |   |  |
| <b>Total No. of Students:</b>   |   |  |
| <b>Total Cost:</b>  |   |  |
| <b>FINAL Cost per Student:</b><br>2500.00   | <b>FINAL Built-in Cost per Teacher:</b><br>2500.00  | <b>FINAL Cost to Teacher (if any):</b><br>0.00 |
| <b>FINAL Excursion Details (or attach Planning Form):</b> see attached  |   |  |
| 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):<br>1 teacher + 1 volunteer for 9 students |   |  |
| <b>Educator-in-Charge (please print):</b><br>Carl Savage  | <b>Date (day/month/year):</b><br>03/04/2018   | <b>Educator-in-Charge signature:</b><br>       |
| <b>Principal Name (please print):</b><br>Rudy Terpstra  | <b>Date (day/month/year):</b><br>05/04/2018   | <b>Principal Signature:</b><br>                |
| <b>FINAL Approval of Board of Education or designate (please print name):</b>   | <b>Date (day/month/year):</b>   | <b>Signature:</b>                              |

SCHOOL USE ONLY - 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

# RE: Your trip to New Mexico

Anne <anne@eduworldevents.com>

Wed 2018-03-14 1:20 PM

To: Carl Savage <csavage@sd69.bc.ca>;

Hi Carl,

I have updated the itinerary and cost for 9 paying students + 1 paying adult + 1 free adult. The cost per person is now CAD \$2,250 per person.

Please note that by the time you will book the airfare could go up. We would recommend adding a \$100 buffer for airfare (per person).

This cost includes:

- Return flight from Nanaimo to Albuquerque including air taxes.
- 2 Minivan rentals (8 people each) for 6 days including insurance.
- 5 nights hotel accommodation in Truth or Consequence and 1 night hotel accommodation in a moderate 3 star hotel.
- Breakfast at your hotels (6).
- Dinner allowance of \$20 USD per dinner and per person.
- Package insurance including cancellation, interruption and medical insurance (up to \$2,000,000 medical coverage per person).
- Taxes and US exchange rates.
- Services of Educational World Tours.

Not included:

- Items of a personal nature.
- Meals not listed above.
- Sightseeing entrances;
- Tips and gratuities not listed above.
- Any charges by the airline for excess, oversize or overweight baggage.
- Checked baggage (extra cost: \$25 per person for 1 checked bag).

Regarding the rooms, we would suggest booking the rooms as follow: 2 quads (4 males in each room) and 3 singles (1 for the female student and 1 per chaperone).

We always book separate rooms for students and chaperones.

As I told you before, we have made no reservations at this time.

We will need a deposit of \$500 per person in order to process the reservations.

Let me know when you are ready, the sooner the better, and I will send you an invoice for a deposit.

Thank you and I look forward to hearing back from you,  
Anne

**Anne Toussaint**

***Educational World Tours***  
#304 - 935 Marine Drive

# Parent letter, Trip Plan

## **Introduction:**

You are receiving this email because your son or daughter has selected to be part of the Ballenas Cube Satellite Payload Launch Team. This team is a sub-team of a larger group of students and myself, Carl Savage, that are designing, building and testing a Cube Satellite Payload (<https://en.wikipedia.org/wiki/CubeSat>) that will be launched in New Mexico in June of this school year aboard a University of British Columbia rocket (<http://www.ubcrocket.com/>). The launch will take place as part of the Spaceport America Cup (<https://www.spaceportamericacup.com/>) a competition that brings together universities from around the world and leading aerospace companies.

## **What we are doing:**

The students are in different teams led by a lead student and myself, students belong to one of the following teams: Science, Structure, Substructure, Hardware, Software, Communications and Compliance. The students in the science team have come up with the purpose of the payload and the other students are building the prototype payload to meet the requirements of the science team. From the prototype design changes will be made and the final payload will then be built.

We will need to have final payload built before May so we can turn it over to UBC to be mated to the rocket and transported to the launch facility in New Mexico at Spaceport America (<https://www.google.ca/maps/place/Spaceport+America/@32.9703885,-106.9428554,12.65z/data=!4m5!3m4!1s0x0:0x19c787f1198f25cf!8m2!3d32.9903796!4d-106.975041>).

At the launch facility the Launch Team will be responsible for the health of the payload to ensure that the science team will get the data they need. Three of the students are defined as mission critical members these students have knowledge of the payload's systems that will help make the mission a success by fixing any problems that may occur during transport and testing by UBC.

## **The Launch and Travel:**

The trip will take place from June 18 to the 24 (Note: final exams are on June 26 and 27 with commencement on June 28<sup>th</sup>, any student with a failing grade in any of their courses as of June 1, 2018 will not be permitted to go on the trip). The trip includes a conference day where students can attend workshops, visit with aerospace companies and talk with the university design teams from around the world and the competition itself that is held on June 20 to June 22. We will also be taking short day trips to see the sights in New Mexico. The following is a tentative itinerary:

June 18<sup>th</sup> travel from Parksville to Victoria and then to Albuquerque New Mexico then drive to Truth or Consequence (our home base).

June 19<sup>th</sup> travel to Las Cruces for the first day of the Spaceport America Cup, a side trip will be made to White Sands National Park and The New Mexico Museum of Space History in Alamogordo before returning to our base.

June 20<sup>th</sup> travel to Spaceport America for the day after which we will head over to The Karl G. Jansky Very Large Array before returning to our base.

June 21<sup>st</sup> travel to Spaceport America for the day then travel to Gila Cliff Dwellings National Monument before returning to base.

June 22<sup>nd</sup> travel to Spaceport America Cup, student planed side trip.

June 23<sup>rd</sup> check out of hotel travel to Spaceport America Cup then to the hotel in Albuquerque

June 24<sup>th</sup> travel to Victoria and then to Parksville.

There are up to nine student spaces available for the trip, three of the nine spaces are reserved for mission critical students the other spaces are open to all team members on a first come first serve bases, with a \$1000.00 deposit needed to hold a space.

The total cost for the trip is \$2500.00 per student, including a deposit of \$1000.00 to hold a spot. Another chaperone and I will be taking the student. The two adults are needed for ground transport as we will be using two minivans in order to ensure compliance with both SD69 and New Mexico transport of student policies.

There will be an information night in late April or early May to go over the final itinerary and the final payment of \$1500.00 will be due on that date.

The following are included in the fees:

Plane travel

Ground transport in New Mexico

Hotel (6 nights)

All entrance fees (Spaceport America, National Parks, Museums etc.)

Breakfast, lunch and dinner (Breakfast is a self-serve at the hotel, lunch will be sandwiches and healthy snacks that are picked up on the way to Spaceport America and dinner will be at local restaurants)

Package insurance including cancellation, interruption and medical insurance (up to \$2,000,000 medical coverage per person)

The following is not included in the fees:

Ground transport in Canada

Items of a personal nature.

Any charges by the airline for excess, oversize or overweight baggage.

Checked baggage (extra cost: \$25 per person for 1 checked bag).

Student personal spending money (Snacks, souvenirs, etc.)

#### **Student Expectations:**

The students on this trip will be representatives of Ballenas Secondary School, SD69 School Division and the University of British Columbia Rocket Team. As such they are expected to follow the rules that govern them while at school, 24 hours a day, for the duration of the trip. Any infraction of these rules will result in disciplinary actions which may include returning to Parksville at parental expense.

From the "Field Experiences (Trip) Resource Book"

"Student Responsibility: Students participating in a field experience are responsible to comply with the school rules, Code of Conduct, and Board policies, as well as fulfill the preparatory requirements and cooperate with all supervisors."

#### **Potential Risks:**

During the Spaceport America Cup safety precautions have been taken by the organizer of the event, The Experimental Sounding Rocket Association, There will be safety briefings and restricted areas that the students will be expected to abide by.

Please be aware that each day there will be a side trip, see tentative itinerary, some of these side trips involve hiking into mountainous and desert environments and sandboarding on dunes to name a few. With these activities there comes potential risks from the environment and wildlife (rattlesnakes, scorpions and black widow spiders to name a few).

Although New Mexico is a desert state there may be several opportunities for swimming during the side trips and the hotel also has a functioning pool. There will be no life guards at these sites. Please take the time to **fill in the permission form** to allow your son/daughter to swim and participate in water sports.

You will also need to read over and fill out the waiver form for the Spaceport Americas cup organizers found here <https://www.spaceportamericacup.com/2018-spaceport-america-cup-waiver.html> please take a screen shot of the filled in form and email it to me at [csavage@sd69.bc.ca](mailto:csavage@sd69.bc.ca). The team ID is XXXXXXX.

#### **Emergency plan:**

In the event of a medical emergency we have located medical centres in or near locations that we will be, for example in Truth or Consequences there is the Sierra Vista Hospital as well as a walk in clinic The Ben Archer Health Center, Inc. At Spaceport America there will be First Aid attendants, employed by the Spaceport America Cup will be on site. Spencer Hancock is our primary First Aid attendant and has his Outdoor First Aid Level 3.

In case of emergency I will have my personal cellphone with me at all times, the phone number is 1 250 240 9425, **this is for emergency use only**. If you need to contact your child on an **urgent matter** you can contact me through my school email address at [csavage@sd69.bc.ca](mailto:csavage@sd69.bc.ca).

For contact with your child there will be limited access to email through the hotel Wi-Fi and workstations. If you are having your daughter/son bring a personal cell phone please be aware that roaming charges will apply which are the responsibility of the cell phone owner, the school, school district or school board are not responsible for student cell phone/data charges.

There is a Consulate General of Canada office in Dallas that serves the state of New Mexico  
Street Address - 500 N. Akard Street, Suite 2900, Dallas, Texas, U.S.A., 75201  
Telephone - 1-844-880-6519  
Fax - (214) 922-9815  
Email - [ccs.scc@international.gc.ca](mailto:ccs.scc@international.gc.ca)

#### **What you need to do:**

Your daughter/son will be bring home a set of forms for you to fill out. It is critical that you read over the forms and provide the most current information about your son/daughter.

Fill out the waiver form for the Spaceport Americas cup organizers found here <https://www.spaceportamericacup.com/2018-spaceport-america-cup-waiver.html> please take a screen shot of the filled in form and email it to me at [csavage@sd69.bc.ca](mailto:csavage@sd69.bc.ca) before you submit the form. The team ID is XXXXXXX.

Attend the information session that will be held in late April or the beginning of May, date to be announced.

If your child requires medication please ensure that they have it in a marked prescription bottle or packaging.

Ensure that your child packs one carry-on bag and a small day use backpack. Oversize baggage fees are not covered by the field trip fees and are the sole responsibility of the student.

# BOOKING TERMS & CONDITIONS

EDUCATIONAL  
WORLD  
TOURS

## CLIENT INFORMATION & TRAVEL DOCUMENTS

You will be responsible to provide correct information regarding personal details (passport name, address, contact information). We will not be responsible for costs incurred due to incorrect, incomplete or inaccurate information. You must have a valid passport for international travel. Your passport should be valid for at least six months beyond the date you expect to return home. You are responsible for arranging visas or travel permits, if applicable. Medical vaccination certificates may be required for entry in some countries. Under normal circumstances you will receive your final tour documents 2-3 weeks prior to departure unless delayed by a supplier providing information or documentation.

## PASSENGER RESPONSIBILITY

Trip leaders assume responsibility to select a trip most appropriate to their needs. Members are also responsible for studying predeparture information; for bringing all necessary equipment and clothing, and must abide by the authority of the Leaders and/or local agents and guides. We reserve the right to expel any tour member whose conduct is incompatible with the interest and well being of other tour participants. Any costs associated with removal will be borne by the passenger.

## OUR RESPONSIBILITY

We act as an agent for the owners and/or contractors providing the services and means of transportation specified. All tickets and vouchers are issued subject to terms and conditions. We assume no responsibility in connection with any injury, death, loss, accident or delay which may be occasioned either by reason of defect or through the acts of default of any company or person engaged in carrying out arrangements of the tour or flights. No responsibility is accepted for any changes in schedule or other events resulting from improper health certificates or travel documents or as any act of any seasonal variation, labour strike, civil disturbance, political unrest and natural acts. We cannot guarantee that accommodations, ground transportation, airline, ferry, rail, cruise ship or similar service will be exactly as outlined in the general catalogues, day-by-day itineraries or other promotional literature. Extreme care is taken in the contracting of all services; however, we cannot be responsible for the errors or omissions of the suppliers or services. In the unlikely event that a supplier

fails to honour their contract with us, we reserve the right to alter, change or cancel such services outlined in our literature. When such a change occurs, we will endeavour to substitute comparable services, although we will not be liable for any difference in the quality or enjoyment. Tourism is still developing in many destinations, and thus facilities and services may be under construction and repair. We will endeavour to alter trip arrangements should we be forewarned of such occurrences.

## LIMITATION OF LIABILITY

You are aware that, during the trip in which you are choosing to participate, you are subjecting all participants to certain risks including, but not limited to: forces of nature, travel in remote areas and wilderness terrain, and transportation by air, train, automobile or other conveyance. You are aware that medical services and facilities may not be readily available throughout the duration of the trip. You recognize that such risks may be present at any time during the trip. You are further aware that we act only as agent for the owners, contractors and suppliers providing means of transportation and/or all other related travel services and assume no responsibility howsoever caused for injury, loss, damage or death to person or property in connection with any service resulting directly or indirectly from: natural acts, detention, annoyance, delays and expenses arising from quarantine, strike, theft, failure of any means of conveyance to arrive or depart as scheduled, civil disturbance, government restriction or regulation, discrepancies of change of transit or hotel services, over which we have no control. You understand that if any trip has to be delayed because of weather, road conditions, flight delays, cancellation of common carriers, sickness or other contingencies for which we cannot reasonably make provision, the cost of your delay and/or replacement is not included in the trip fees. All payments must be paid locally. In consideration of, and in part payment of, the right to participate in the trip, you will fully assume all risk of the above hazards and hereby release and discharge us and our agents from all actions, claims or demands resulting from your willing participation in the trip. You are aware that this is a release of liability and a contract between the tour participants and us and that you sign it of your own free will. This agreement shall serve as a release for the participants, heirs, administrators, executors and for all family

members including any minors on the tour. Trip members grant Educational World Tours express permission to take a photographic record of its trips for promotional and commercial use.

## CUSTOMER SERVICE & CLIENT FEEDBACK

We will provide you with a Tour Questionnaire in your final documents package. We encourage completion of this questionnaire in order to ascertain deficiencies, inaccuracies and positive feedback regarding our service and the tour. Any complaint you have while on tour must be brought to our attention immediately. If the matter cannot be rectified during your trip, please forward your complaint in writing to our office within 30 days of your return. (We will not be responsible for unsettled complaints not received within 30 days of your return.) We may require 60 days from receipt to respond. In the event a mutual agreement cannot be reached, this contract may be interpreted in the court system in accordance with the law. In the event of a legal dispute the prevailing party will be entitled to reimbursement of legal fees.

## LICENCING & REGISTRATION

Educational World Tours is a registered Travel Agent/Retailer with the province of British Columbia. We must maintain ethics and standards regarding business practices and finances as outlined by Business Practices & Consumer Protection Authority, the province's regulatory body. You can book an Educational World Tours knowing that all monies paid are fully protected. Our registration number is 3235.

# BOOKING TERMS & CONDITIONS

EDUCATIONAL  
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TOURS

## RESERVATIONS & DEPOSITS

The easiest way to make a reservation is to contact us by email or phone. A deposit of a specified amount is payable at the time of booking. Until a passenger/rooming list is submitted participants may cancel off the tour and be replaced by another participant. The tour cost increases when there is a reduction in the numbers; therefore, many tour organisers add an additional amount before presenting the fare to the tour group in case anyone cancels. Airline bookings (if applicable) require an additional non-refundable deposit in order to secure the ticket(s). Once we have received your deposit, we will confirm your tour and send you a confirmation package containing your trip itinerary, any visa/travel permit related documents, invoice, general information regarding the tour and forms for you to complete, sign and return to us. Your air e-tickets (if applicable), final hotel list, itinerary, and leader notes, will be sent approximately 2-3 weeks prior to departure.

## PAYMENTS

Final Price is not guaranteed until final payment is received, 6 and 8 weeks prior to departure depending on the tour. All bookings will be charged in Canadian Dollars. Your verbal authorization to take payment confirms your acceptance of these Terms & Conditions and your reservation whether or not you have signed the authorization form. An invoice will be sent to you with your confirmation package; supplementary invoices may be sent before final payment date, one month prior to departure.

## CANCELLATIONS, REFUNDS AND TRANSFERS

Should you need to cancel your trip, you must notify us in writing, by e-mail, or by fax immediately. Deposits are non-refundable. If you cancel a tour you forfeit any non-refundable deposits and a \$1000 service fee. Less than 90 days prior to departure, all monies paid are 100% non-refundable. Name changes after final payment and airline bookings are not permitted. Insurable risks may be covered under trip cancellation insurance policies, if purchased. We will not grant partial refunds for any unused trip arrangements—voluntarily missed meals, sightseeing, transport, or any refunds to trip members who do not complete any portion of the itinerary. All air tickets are non-refundable and valid only for the flight(s) indicated. We may cancel departures if forced to do so by circumstances such as war, civil or political unrest or what is commonly referred to

as force majeure. In these instances, we will refund all passengers in full if cancellation takes place more than 60 days prior to tour start date. If cancellation occurs within the 60-day period, we will offer to postpone your trip within 12 months of the original tour start date; or, if circumstances do not permit, an alternative will be offered at that time. We will not be responsible for costs associated with re-issuance or extension of visas, airline change fees, or for any compensation. We will not be responsible for any expenses incurred, such as visas, vaccinations, independently purchase airfare, or any compensation.

## TRAVEL ADVISORIES

Your chosen tour may not operate as a result of a government issued travel advisory warning its citizens not to travel to the country to be visited. We reserve the right to operate the trip with an altered itinerary should a warning apply only to a specific geographical area within the affected country. We strongly recommend that you purchase trip insurance that covers you for such an advisory.

## TRIP CANCELLATION INSURANCE

Trip cancellation and interruption insurance is optional but highly recommended and offered by Educational World Tours. Payment for anyone who wishes to purchase insurance should be sent with the deposit along with the names of the individual(s). Travel insurance offers peace of mind and financial protection against unforeseen events that might prevent your travel or completion of your trip. When purchasing insurance please be aware of the policy coverage and cancellation restrictions. Please advise whether there is anyone over 59 years old as they may not be eligible for insurance under the group plan and need to fill out a questionnaire. Visit our website to learn more about policy packages available, or call one of our reservation agents for more information and / or a quote for your specific journey.

## CHANGES TO ITINERARY

We take great care to ensure the accuracy of our itineraries and promotional literature; however, circumstances beyond our control may necessitate changes to tour content and changes in tour dates. In the case of content change, you must refer to the tour itinerary included with your final documents package as it may have been updated since you booked your trip. In the case of a shift, we will notify you as early as possible of such changes so that necessary adjustments can be made. Changing conditions in the field may also necessitate itinerary modifications.

## ADDITIONAL FEES & CHARGES

Additional charges extra accommodation, visa/permit fees, international air taxes / fuel surcharges, domestic air taxes, will be added to your invoice. All other feasible changes are subject to availability; changes to airline tickets are subject to fees levied by the airline. There may also be taxes that you have to pay locally while on tour (you will be advised in advance).

## TOUR PRICES & FLUCTUATIONS

Prices given are based on foreign exchange rates at the time of quote. Increases due to fuel costs, rates of exchange, tariff revisions, airline pricing, etc may result in an adjustment to our original pricing. Though unlikely, we reserve the right to alter the price of any tour and forward an amended invoice. Any price increase will normally be notified no later than 1 month prior to departure.

## SPECIAL REQUESTS

Hotel check-ins on tour will be in accordance with the hotel's usual check-in times. Though we will request early check-in for early arrivals, we regret that this cannot be guaranteed. If you want to earn reward points on tickets booked through us, please advise us as early as possible, noting that some fares exclude frequent flyer points. We will attempt to accommodate special requests by notifying the suppliers in writing. Though unlikely, we cannot guarantee that special requests—room locations, adjoining rooms, meal requirements, seating requirements, etc.—will be adhered to by our suppliers.

## BAGGAGE & PORTERAGE

One checked piece of luggage and one piece of equipment (if applicable) per person is allowed on our tours. This is in addition to your carry on or day bag. The checked bag must not exceed 18 kg (40 lb) and be of a standard size; i.e. reasonable in its dimensions such that you are able to manage it on coaches, trains and/or aircraft, and when porters are not available. This baggage must also conform to the limitations set by the airline with which you are travelling (contact the airline if in doubt). Some tours have stricter baggage restrictions as outlined in your pre-trip information package. The Leader will collect a fee if an additional piece of luggage is carried or if your bag exceeds the allowed weight. Porters may NOT be available at all hotels, airports, ferry terminals, etc, or at some destinations entirely.



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## NEWS RELEASE

For Immediate Release  
2018EDUC0015-000500  
March 27, 2018

Ministry of Education

### **Funding supports better learning environments for B.C. students**

VANCOUVER – Students throughout British Columbia will benefit from safer, more efficient and comfortable schools, thanks to \$198 million in maintenance funding for school districts.

“Students deserve to learn in schools that are well maintained and operating the way they should. That’s why we’ve boosted funding to these programs by more than \$20 million over last year,” said Education Minister Rob Fleming. “We are supporting B.C. schools with this funding, so students, teachers and school district staff can focus their energy to where it matters most – in the classroom.”

Under the School Enhancement Program, all school districts will receive a portion of this year’s \$65-million investment. The program is funding 176 separate projects that upgrade a wide range of building systems. For example, schools might receive mechanical upgrades to improve the heating, cooling and ventilation of classrooms, or safety upgrades to fire alarm and sprinkler systems.

Each year, the Carbon Neutral Capital Program funds \$5 million for upgrades that cut greenhouse-gas emissions and boost energy efficiency. Three of the 19 schools receiving funding this year are using it to install solar panel systems.

This year’s \$12.5-million investment under the School Bus Replacement Program is buying 93 new and replacement buses in 28 school districts. The replacement buses will make travelling to school safer and more reliable for students. The new buses will add to districts’ fleets, allowing them to better serve students with new routes.

These funding programs build on the Annual Facilities Grant (AFG), which flows to districts annually for routine school maintenance costs. This year, the total AFG is \$115.5 million, an increase of \$5 million over last year. This is the first increase to the AFG since 2004-05.

Many of the projects being funded through these programs will benefit schools by saving them money on electricity, natural gas, fuel and maintenance. Those savings can be reinvested in classrooms to support student learning.

“Our government recognizes that students will be better off in an education system that is properly resourced,” said Fleming. “Increasing the funding to these programs is the first step to address the backlog of school maintenance in this province.”

For a backgrounder, Provincial funding programs support B.C. schools, visit:  
[https://news.gov.bc.ca/files/Provincial\\_funding\\_supports\\_BC\\_schools.pdf](https://news.gov.bc.ca/files/Provincial_funding_supports_BC_schools.pdf)



British Columbia  
School Trustees  
Association

## MEDIA RELEASE

### **BCSTA responds to government's \$198 million maintenance funding announcement**

**[Vancouver, B.C. – March 27, 2018]** The recent announcement by the B.C. Government's Ministry of Education of \$198 Million in maintenance funding for school districts was positively received by the British Columbia School Trustees Association.

"BCSTA has strongly advocated for quite some time that the government provide local boards of education and schools with the additional funds needed to appropriately address concerns surrounding building maintenance, school buses, facility upgrades, energy saving projects and other similar projects," stated BCSTA President Gordon Swan in response to the announcement.

BCSTA's membership has lobbied the association at several points throughout its history to request that government produce additional funds to alleviate long-standing concerns over ageing buildings and transportation concerns.

"We are pleased that the government has listened to the needs of school boards and has taken these first steps required to invest in the facilities students depend on daily," added Swan. "This is a clear signal that we are prioritizing our young people and providing them with what they need to make the most of the classroom experience. As many of these funds will be provided directly to boards of education throughout the province, we can be confident that the funds will be directed to where they are needed most by those who best understand the needs of their community."

Originally introduced during the 1988/89 school year as the 'Facilities Shareable Capital Allowance,' the Annual Facilities Grant has evolved considerably and now covers a wide range of initiatives. The announcement from government has indicated additional funding is to be put to use in upgrading and replacing necessary equipment and facilities, marking the first increase to the AFG since 2004-2005. BCSTA supports the government's proposal to increase these funds which will allow boards of education to allocate funds based on local needs and requirements. BCSTA looks forward to working together with the government to ensure that all of B.C.'s students are educated in safe and modern school buildings.

- 30 -

For additional information and to arrange an interview with BCSTA President Gordon Swan, please contact:

**Glenda Ollero**

*Media and Graphics Specialist, BCSTA*  
[gollero@bcsta.org](mailto:gollero@bcsta.org), mobile: (604) 842-1167

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The British Columbia School Trustees Association is a non-profit organization dedicated to assisting Boards of Education in their work. Boards of Education locally represent the interests of their communities in the public education system in British Columbia. For more information about our Association and work, please visit [www.bcsta.org](http://www.bcsta.org).

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## NEWS RELEASE

For Immediate Release  
2018EDUC0016-000524  
March 28, 2018

Ministry of Education

**Province recruiting teachers internationally to support B.C.'s French language students**  
(disponible en français en bas de page)

VICTORIA – Recruiting French-speaking teachers is the key goal of a delegation of British Columbia's education leaders who are taking part in a mission to France, Belgium and the Netherlands, from April 3 - 6, 2018.

The mission's intent is to build on current efforts to recruit French-language teachers to help address the shortage in B.C. The delegation will be working with representatives from the French and Belgian education sectors to discuss opportunities for students in French-speaking teacher training programs wishing to become teachers, and for existing teachers, to work in B.C.

The delegation will include Rob Fleming, Minister of Education; Scott MacDonald, deputy minister of education; Suzanne Hoffman, Vancouver School Board superintendent and Glen Hansman, president of the B.C. Teachers' Federation (BCTF).

In support of the objectives of the mission, Fleming will sign government-to-government agreements with counterparts in France and the Netherlands. These agreements will promote French-language teacher and student mobility and exchanges, as well as the sharing of education-related best practices.

Government is already taking action by investing to create 37 additional spaces in French teacher-education programs at the University of British Columbia (UBC) and Simon Fraser University (SFU) over the next two years. Intake for these seats begins in fall 2018. Government is also providing SFU and UBC with \$180,000 to support programs that will help recruit and retain students to French teaching programs.

The total cost of the trip for the Ministry of Education is expected to be about \$40,000. Costs are being covered separately by the Ministry of Education, the Vancouver School Board and the BCTF.

**Quotes:**

**Rob Fleming, Minister of Education –**

"I know how important French language learning is to parents and students in British Columbia. This mission expands on the efforts currently underway by government, the BC Public School Employers' Association and B.C.'s school districts to recruit teachers. This is a great opportunity to promote further collaboration to help us in attracting French teachers to B.C."

**Glyn Lewis, executive director, Canadian Parents for French B.C. & Yukon –**

“As demand for popular French programs has surged, school districts across British Columbia have struggled to recruit and retain the required number of French teachers. Consequently, the quality and accessibility of our public education system has suffered. We applaud the provincial government for listening to the needs of our education system and for showing initiative and leadership. We have a long way to go to address this enormous challenge, but these are necessary first steps.”

**Glen Hansman, president, British Columbia Teachers' Federation –**

"The shortage of French language teachers is a problem across Canada, and it is positive that Minister Fleming is taking proactive steps to ensure the demand for French language K-12 programs in B.C. is met."

**Quick Facts:**

- 53,487 students are currently enrolled in a French immersion program, representing nearly 10% of B.C.'s public school population.
- The graduation completion rate in 2016-2017 for French immersion students was 96%.
- B.C. students who graduate from the French immersion program receive two diplomas: the Dogwood Diploma and le Diplôme de fin d'études secondaires (the French Dogwood).
- There are more than 70,000 francophones and 300,000 French-speaking people in British Columbia.
- The Conseil Scolaire Francophone (CSF) is the francophone school board in B.C., with almost 6,000 students in 40 schools.
- Outside of Quebec, B.C. has the fourth-largest population of francophones in Canada.

**Learn More:**

B.C. recently added 100 teacher training spaces:  
<https://news.gov.bc.ca/releases/2018EDUC0008-000184>

B.C. government education programs in French:  
<https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french-programs/learn-in-french/kindergarten-to-grade-12>

B.C.'s new curriculum: <https://curriculum.gov.bc.ca/>

**Contact:**

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

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# COMMUNIQUÉ

Pour diffusion immédiate  
2018EDUC0016-000524  
28 mars 2018

Ministère de l'Éducation

## **La province recrute des enseignants à l'échelle internationale en vue d'appuyer les élèves des programmes en français de la Colombie-Britannique**

VICTORIA – Le recrutement d'enseignants francophones est le principal objectif d'une délégation de responsables du secteur de l'éducation de la province qui prendront part à une mission en France, en Belgique et aux Pays-Bas du 3 au 6 avril prochain.

L'objet de la mission consiste à appuyer les efforts en cours qui visent à attirer des enseignants francophones en réponse à la pénurie observée en Colombie-Britannique. La délégation travaillera de concert avec des représentants des secteurs français et belge de l'éducation, afin de discuter des possibilités d'emploi en Colombie-Britannique qui s'offrent aux étudiants francophones inscrits aux programmes de formation à l'enseignement souhaitant devenir enseignants, et aux enseignants en poste.

La délégation sera composée de Rob Fleming, ministre de l'Éducation, Scott MacDonald, sous-ministre de l'Éducation, Suzanne Hoffman, directrice générale du Vancouver School Board et Glen Hansman, président de la Fédération des enseignantes et enseignants de la Colombie-Britannique (FECB).

En soutien aux objectifs de la mission, le ministre Fleming signera des accords intergouvernementaux avec ses homologues en France et aux Pays-Bas. Ces accords auront pour objet de favoriser la mobilité et les échanges d'étudiants et d'enseignants, ainsi que l'échange de pratiques exemplaires liées à l'éducation.

Le gouvernement a déjà pris des mesures à cet effet en réalisant des investissements destinés à la création, au cours des deux prochaines années, de 37 places supplémentaires dans les programmes de formation à l'enseignement de l'Université de la Colombie-Britannique (UBC) et de l'Université Simon Fraser (SFU). L'intégration de ces nouvelles places débutera à l'automne 2018. Le gouvernement entend également octroyer des subventions de l'ordre de 180 000 dollars aux universités SFU et UBC en guise d'appui à des programmes qui contribueront au recrutement et au maintien de l'effectif étudiant dans les programmes d'enseignement en français.

Le coût total du voyage pour le ministère de l'Éducation sera d'environ 40 000 dollars. Ce coût sera partagé entre le ministère de l'Éducation, le Vancouver School Board et la FECB.

### **Citations**

#### **Rob Fleming, ministre de l'Éducation –**

« Je suis conscient de l'importance qu'accordent les parents et les élèves de la Colombie-Britannique à l'apprentissage du français. Cette mission poursuit les efforts actuellement déployés par le gouvernement, la BC Public School Employers' Association et les conseils scolaires de la Colombie-Britannique en vue de recruter des enseignants. Il s'agit d'une excellente occasion de promouvoir le renforcement de la collaboration, qui nous aidera à

attirer des enseignants francophones dans la province. »

**Glyn Lewis, directeur général, Canadian Parents for French B.C. and Yukon –**

« En raison de la hausse de la demande d'inscription aux programmes en français les plus populaires, les conseils scolaires de la Colombie-Britannique ont eu de la difficulté à recruter et à maintenir en poste suffisamment d'enseignants francophones. Par conséquent, la qualité et l'accessibilité de notre système d'éducation publique en ont souffert. Nous félicitons le gouvernement provincial pour son écoute des besoins recensés au sein de notre système d'éducation, et pour avoir fait preuve d'initiative et de leadership. Nous avons encore beaucoup de chemin à parcourir en vue de relever cet énorme défi, mais les initiatives annoncées constituent les premières étapes à franchir. »

**Glen Hansman, président, Fédération des enseignantes et enseignants de la Colombie-Britannique –**

« La pénurie d'enseignants francophones est un problème présent partout au Canada, et il est encourageant de constater que le ministre Fleming préconise une approche proactive en vue de répondre à la demande associée aux programmes d'enseignement en français de la maternelle à la 12e année. »

**En bref :**

- Au total, 53 487 élèves sont inscrits à l'heure actuelle à un programme d'immersion française, soit près de 10 % de la population des écoles publiques de la Colombie-Britannique.
- En 2016-2017, le taux d'obtention de diplôme des élèves en immersion française a été de 96 %.
- Les élèves de la Colombie-Britannique qui complètent avec succès le programme d'immersion française se voient décerner deux diplômes : le diplôme Dogwood et le Diplôme de fin d'études secondaires (l'équivalent français du diplôme Dogwood).
- Il y a en Colombie-Britannique plus de 70 000 francophones, ainsi que 300 000 personnes qui parlent français.
- En Colombie-Britannique, le Conseil Scolaire Francophone compte près de 6 000 élèves répartis dans 40 écoles.
- La Colombie-Britannique compte la quatrième plus importante population de francophones en dehors du Québec.

**Pour en savoir plus**

La Colombie-Britannique a récemment créé plus de 100 nouvelles places dans ses programmes de formation à l'enseignement (en anglais) : <https://news.gov.bc.ca/releases/2018EDUC0008-000184>

Programmes d'éducation en français de la Colombie-Britannique (en anglais) : <https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french-programs/learn-in-french/kindergarten-to-grade-12>

Nouveaux programmes d'études de la Colombie-Britannique : <https://curriculum.gov.bc.ca/>

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## NEWS RELEASE

For Immediate Release  
2018ENV0013-000528  
April 3, 2018

Ministry of Environment and Climate Change Strategy  
Employment and Social Development Canada

### **New Student Ranger Program launched today**

VICTORIA – Young people throughout British Columbia will have an opportunity to acquire a diverse range of job skills while working in the province’s spectacular natural environment, through the new BC Parks Student Ranger Program.

This is the first program established with the proceeds that were generated from specialty BC Parks licence plate sales.

“We are giving young adults a chance to gain important job skills in some of the most beautiful parks and protected areas British Columbia has to offer,” said George Heyman, Minister of the Environment and Climate Change Strategy. “Student rangers will help protect sensitive ecosystems, while preserving the natural, cultural and historical values that British Columbians cherish.”

Funded by the federal and provincial governments, the Student Ranger Program provides youth training and employment opportunities for 48 young adults in B.C.’s parks and protected areas, with a 30% Indigenous hiring target. The program, which is now accepting applications, offers hands-on work experience in a diverse range of projects related to conservation, recreation, community outreach and Indigenous relations.

“Canada’s future prosperity depends on young Canadians getting the skills and experience they need to succeed. Creating meaningful green job opportunities for young Canadians will help them enhance their skills and save money to pay for their education,” said Jonathan Wilkinson, Parliamentary Secretary to the federal Minister of Environment and Climate Change.

The Province is contributing annual funding of \$610,000 over two years from the proceeds of the BC Parks Licence Plate program. Additional funding of approximately \$260,000 through 2019-20 will be provided by a partnership between Project Learning Tree Canada and the Canadian Parks Council, through the Government of Canada’s Summer Work Experience program.

Student rangers will focus on a wide variety of meaningful projects, including:

- Ecosystem restoration and invasive species control;
- Trail building and maintenance;
- Conservation monitoring projects; and
- Public outreach.

Eight teams of student rangers will work in regions around the province, including Prince George, Smithers, Kamloops, Victoria (Goldstream Provincial Park), Black Creek, Manning Park, North Vancouver and Squamish. Crew lead and crew member positions will begin in late May

and early June, and will continue work throughout the summer season.

The B.C. government is reinvesting all net proceeds from the sale, and ongoing renewals of BC Parks licence plates, back into provincial parks, to ensure meaningful action is taken to protect the environment and achieve B.C.'s conservation goals. The Student Ranger Program is the first in a series of projects funded through the BC Parks Licence Plate program that will be unveiled in the coming year.

“As the first type of specialty licence plate of its kind, we are proud that, due to the fervent support of British Columbians, the BC Parks plates program has, and will continue to, provide opportunities like this to enhance, protect and conserve our parks and land,” said Nicolas Jimenez, interim president and CEO of ICBC.

**Learn More:**

For more information on the Student Ranger Program, including job requirements and the application form, visit: <http://gov.bc.ca/bcparks-student-rangers>

For more information about BC Parks specialty licence plates, visit:  
<http://www.icbc.com/vehicle-registration/licence-plates/Pages/bc-parks-plates.aspx>

**Contacts:**

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## NEWS RELEASE

For Immediate Release  
2018EDUC0017-000599  
April 9, 2018

Ministry of Education

### **Education mission will attract more French teachers to B.C.**

VICTORIA – British Columbia’s education mission has signed new agreements that will help get more French-speaking teachers into B.C.’s classrooms and give more B.C. kids the opportunity to participate in French programs.

“For too long, parents have been facing waitlists to enrol their children in French immersion because of a shortage of qualified French teachers,” said Rob Fleming, Minister of Education. “The work we have done on this mission will help us recruit new teachers and give more kids the opportunity to learn in French.”

Over the past 10 years, the total combination of enrolment in French programs and the Conseil Scolaire Francophone (CSF) has increased by 27%. The longstanding shortage of French teachers was compounded by the Supreme Court’s 2016 ruling that government must reduce class sizes and hire thousands more teachers. B.C.’s public schools have successfully hired almost 3,700 teachers throughout the province. However, there are still some longstanding gaps in the workforce when it comes to specialized positions, particularly with French-language teachers.

“We have been working hard to reduce class sizes by hiring 3,700 teachers, but there is more work to do,” said Fleming. “The agreements we’ve signed and the connections we’ve made on this mission will open the door for districts to hire more French teachers, so we can give every child the best opportunities possible.”

On the four-day trip, B.C. renewed a declaration of intent with the French ministry of education that will help B.C.’s school districts hire French teachers. This agreement enhances B.C.’s relationship with French government officials and puts the Province in a better position to bring more French teachers to B.C. The delegation also supported the signing of a new letter of intent between Simon Fraser University (SFU) and Université de Tours, in support of exchanges for faculty, staff and students.

“The growing demand for French teachers has SFU looking at recruiting all over la Francophonie, to find francophone teachers, expertise and resources,” said Kris Magnusson, dean, faculty of education, Simon Fraser University. “France and Belgium are prime recruiting grounds for B.C.”

To help break down barriers for teachers and prospective teachers from France who are interested in working in B.C., five new \$3,000 training scholarships and 10 new \$1,250 placement scholarships have been created by the Ministry of Education. These scholarships will help teachers from France with costs for tuition and relocating here to teach in British Columbia. In Paris, the delegation communicated directly with French education academies on

federal-provincial commitments to remove teacher mobility and accreditation barriers to teach in British Columbia, with options ranging from temporary work permits to pathways to citizenship.

Meetings with Belgian government officials from the French-speaking region of Wallonia-Brussels laid the foundation for future joint activities, including French-speaking teacher recruitment. B.C. is working to sign a declaration of intent with Belgium that is similar to the agreement signed with France. These government-to-government agreements support B.C.'s school districts' efforts to directly offer employment to teachers in these French-speaking countries.

A new memorandum of understanding (MOU) with the minister of education for the Netherlands was signed that will continue information sharing and student and teacher mobility exchanges. B.C. is unveiling a new \$5,000 scholarship for a B.C. teacher to travel to the Netherlands for the purposes of a short-term exchange and partnership development related to curriculum.

The mission adds to current efforts underway by government, the BC Public School Employers' Association and British Columbia's school districts to recruit French teachers to address the shortage.

**Quick Facts:**

- 53,487 students are currently enrolled in a French immersion program, nearly 10% of B.C.'s public school population.
- The Conseil Scolaire Francophone (CSF) is the francophone school board in B.C. with almost 6,000 students in 40 schools.
- The graduation completion rate in 2016-17 for French immersion students was 96%.
- B.C. students, who graduate from the French immersion program, receive two diplomas: the Dogwood Diploma and le Diplôme de fin d'études secondaires (the French Dogwood).
- There are more than 70,000 francophones and 300,000 French-speaking people in British Columbia.
- Outside of Québec, B.C. has the fourth-largest population of francophones in Canada.

**Learn More:**

Teacher Exchange Mobility Awards Information:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/international-education/scholarships-awards/teacher-exchange-and-mobility-award>

B.C. student exchange and mobility award information:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/international-education/scholarships-awards/student-exchange-and-mobility-award>

B.C. recently added 100 teacher training spaces:

<https://news.gov.bc.ca/releases/2018EDUC0008-000184>

B.C. government education programs in French:

<https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french->

[programs/learn-in-french/kindergarten-to-grade-12](#)

B.C.'s New Curriculum:

<https://curriculum.gov.bc.ca/>

A backgrounder follows.

**Contact:**

Government Communications and Public

Engagement

Ministry of Education

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## INFORMATION BULLETIN

For Immediate Release  
2018MAH0034-000640  
April 15, 2018

Ministry of Municipal Affairs and Housing

### **Capital project grants available for community organizations**

VICTORIA – The second year of British Columbia’s Community Gaming Grants capital project program gives organizations an opportunity to apply for funding to complete projects that provide significant benefits to their communities.

The application dates for the capital project program have been adjusted for 2018, with eligible organizations having from June 1 to July 31, 2018, to submit their applications.

This funding will support capital projects with a total cost of over \$20,000. Grants of up to \$250,000 are available, for 20% to 50% of the total project costs. Matching funds from the applicants are required, and may include in-kind contributions of tangible assets and letters of guarantees from other funders.

Three categories of capital projects continue to be eligible for funding:

- Facilities: construction, renovation or maintenance of facilities.
- Community infrastructure: public amenities, such as docks and parks.
- Acquisitions: the purchase of fixed capital assets for long-term use, including vehicles and equipment.

Applications in the capital projects sector will be competitively adjudicated, with consideration also given to regional distribution, representation of the six community gaming grant sectors, project size and Indigenous inclusion. The Province will announce the successful candidates and award the grants by Oct. 31, 2018.

The Community Gaming Grants branch will be hosting a webinar detailing the eligibility criteria for the capital projects sector on May 23, 2018. Registration details will be posted online in the coming weeks.

#### **Quick Facts:**

- Every year, commercial gambling generates hundreds of millions of dollars that the Government of B.C. invests in key services, including health care and education, for citizens and communities throughout the province.
- A portion of these revenues are allocated via the Community Gaming Grants program into community-based capital projects. This funding helps not-for-profit organizations invest in facilities, infrastructure and major acquisitions that provide direct benefit to their communities.
- The Community Gaming Grants program also distributes program grants to a wide array of organizations that make life better for British Columbians, such as arts and culture groups, sport, environment, public safety, human and social services, and parent advisory

councils.

- Government is committed to the success of the Community Gaming Grants program and the support it provides to more than 5,000 organizations each year throughout the province.

**Learn More:**

For more information about B.C. Community Gaming Grants, including applications for capital projects: [www.gov.bc.ca/gaminggrants](http://www.gov.bc.ca/gaminggrants)

**Contact:**

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Media Relations  
Ministry of Municipal Affairs and Housing  
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SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** High Ground Communities for All Conference  
**Meeting Location:** Coast Coal Harbour Hotel Vancouver  
**Meeting Time:** March 23 and 24 2018

Presented by the Centre for Civic Governance (Columbia Institute)

This conference centred on four streams of workshops. (Housing and Building Community; Environmental Sustainability in Cities; Public Schools; and Election Campaigning). 60 presenters and more than 20 presentations over the conference time. This report will detail the presentations I attended.

### **Pre-Conference Workshop – Women in Leadership Dialogue**

What are the barriers women face in becoming leaders and sustaining leadership? How can we address those barriers? Some 30-40 women of all ages and from all experience levels shared their ideas. A great dialogue from women ending in women taking a “superwoman pose” that lasted through the conference!

### **Opening Remarks—Selina Robinson (Housing Minister) and Plenary – Rob Fleming (Education Minister)**

General presentations on the directions taken in both of these ministries by the Government. Time for questions provided. Minister Robinson discussed the 30 point housing plan for BC. It is a multi-faceted approach to suit a range of housing needs. Minister Fleming defended the public school system and fell short of the suggestion that public funds be limited to supporting public schools alone.

### **Workshop #1 -- Serving Special Needs Students (various speakers)**

Surrey CUPE has conducted a survey to determine how and whether special needs students are adequately supported. They have identified a number of issues regarding Educational Assistants in particular. These include unfilled positions (about ¼ of positions); lack of replacement staff; and working through breaks in order to provide coverage. Other CUPE positions are also going unfilled and members report that they can no longer attend committee meetings.

BCCPAC has conducted a survey of special needs (designated) students being sent home from school as a result of EA shortages in the province overall. Of the 843 parents surveyed, 50% stated their child did not attend school for full days and 46% reported being requested to keep their child at home due to lack of support. 30% reported that this resulted in 10 or more days lost. 50% of the survey parents reported that their child was sent home after “an incident” but that no suspension documentation accompanied them.

The third presentation was from a young woman (Grade 6) who had left public school in order to get more support for her Autism Spectrum Disorder. Private schools provided that support.

### **Workshop #2 – Building Community Beyond School Walls (School Districts 71, 61 and 41)**

Three different models of developing a Community Schools Program were presented. Burnaby (41) has a long history and currently has full time staff and presence in all schools. They are partnered with the City and other community groups to provide many services to the community. Victoria (61) highlighted the Wellness Centre and Neighbourhood Learning Centre at Belmont. Comox Valley (71) presented their 7 year long history of developing an integrated community school model for their district. Copies of their policy documents are available for more information.

### **Pecha Kucha Style (Various presenters)**

These presentations included Vernon's diversity and action plan, How to win back lost votes (and voters), Saskatoon's climate action plan, the human rights park, incorporating student voice, mobilizing voters, and Edmonton's school and solar panels.

### **Proportional Representation – Dennis Pilon**

Dr. Pilon has studied proportional representation in countries similar to Canada for more than 12 years. He has looked at the two major systems (Single Transferable Vote in Ireland and Mixed Proportional Representation in Germany) and has concluded that they provide more democratic (def. empowerment of Self-governance) than First Past the Post systems. He believes Proportional Representation creates honesty in government and supports coalition and consensus building. For more information see [www.canadiansocialdemocracy.ca/dennis\\_pilon.html](http://www.canadiansocialdemocracy.ca/dennis_pilon.html)

### **Workshop #3 – Using Social Media Effectively**

Facebook can be used as an effective networking tool and to mobilize voters and others. Do not mix your personal and political messages and keep your "brand" clear. Use Facebook to educate and to post events. Use photos to tell your stories.

Twitter can be used to engage in discussions, to look at what is trending, and to promote events.

Instagram is useful if you know your audience and target photos to that audience.

### **Emerging Issues and Climate Action Lunch**

Short presentations on minimum wage expectations (Irene Lanzinger), public ownership of public services (Keith Reynolds), public statues and what they say about us (Lindell Smith), taxation policy (Seth Klein), and white privilege campaign (Teresa Downs).

George Heyman – Minister of the Environment and Climate Change presented information about the plan to implement a low carbon economy. Because of the emerging issue of LNG, George presented a spirited defense of the government's recent offer to the LNG Consortium.

### **Workshop #4 – Making a Difference (Various Presenters)**

School Districts and Municipal Governments have a close connection to voters and these presenters outlined some of the differences they had made in their jurisdictions. The theme that emerged was that change takes vision, courage and time for extended discussions.

### **Resources**

Publications I brought back:

Columbia Institute Centre for Civic Governance (Ed.) (2012) **The Nature of Leadership: Ideas for Building Inclusive Sustainable Communities**

Reynolds, Keith (2017) **Canada's Infrastructure Bank: and the Public's Right to Know**

For more information and photos on this conference see [www.civicgovernance.ca/2018-high-ground](http://www.civicgovernance.ca/2018-high-ground)



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Indigenous Educations Services Advisory Committee  
**Meeting Location:** Indigenous Services Winchelsea Place  
**Meeting Time:** April 16, 2018

### Aboriginal Regional Gathering:

The Aboriginal Regional Circle group, made up of Aboriginal Principals and Vice Principals, hosted a gathering of teachers from all over Vancouver Island to discuss Indigenous resources/ideas/curriculum. Keynote Speaker **Monique Gray Smith** author of Speaking Our Truth asked participants to consider legacy “What are we leaving behind for our next generations?” Participants reported “Rich discussions.” This may be repeated as it was so successful.

### International Women’s Day – Student Presentation on March 8

Two students presented a story at the University Women’s Club event. Extremely well received and the students may approach care centres in the area to present again.

### Monday Afternoon Workshops:

From 3:30 to around 5:30 PM each Monday Indigenous Services at Winchelsea Place hosts cultural workshops. Current projects include making medicine bags and pouches. In May the sessions will be on Salish Weaving and in June Paddles ....Open to all!! There are usually about 8 people at each drop-in session.

### Upcoming Events:

- Pete the Cat (Steps to Kindergarten) on April 19 at Oceanside Place from 5 to 7
- Year End Celebration and Indigenous Graduation – June 7 at PCCC

### Staff Report:

- False Bay School – second visit this year will feature two Indigenous Liaison Workers.
- KSS—Outdoor Education Unit to identify plants and introduce cultures. Plans to do a canoe program in May.
- PASS – Foods Program. NBES/Oceanside – Dance Groups.
- QBES/Bowser – Paddles.
- Hulquiminum Language active at Bowser, NBES and QBES.
- CEAP/Errington/Arrowview – Inuit Culture and Language.
- Tuesday groups on smallpox and 60’s scoop.

### Next Meeting:

May 16 at 10:00 AM

**Stay up to date with what is happening in Indigenous Education in School District 69 by signing up for the newsletter on the School District 69 website.**



## Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin  
Committee Name: **BLT Early Years Coalition**  
Meeting Location: Family Place, Parksville  
Meeting Time: April 5, 2018 12:00 pm

### **Mission Statement**

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

### **Strategic Priorities for 2017/18:**

1. Decrease Qualicum EDI Reported Vulnerabilities
2. Create Strategies for Kindergarten Transition
3. Parent Engagement/Inclusion Approach
4. Connecting Early Years providers & strengthening local Early Years Collaboration

Representatives from: Island Health, ACRA, Parent Support Services, SD69, SOS, BLT

Discussed:

### Update for Early Years

- Affordable Accessible Childcare Group presented to Parksville City Council
- 2 more presentations coming up – one to Qualicum Beach City Council and one to the Canadian Federation of University Women's club
- District Food needs—All areas of our community are seeing an increase in the need to provide basic nutrition to families. We are seeing it in our schools and other organizations. How do we address this growing problem? What is the root cause?

**Brain story – Gators and Swamps** video shown • Brain Stories Certification Series – free to sign up and work through the modules <https://www.albertafamilywellness.org/training> • 90 % of what we know about the brain we have learned in the last 10 years

**Cities Innovating to Reduce Poverty Conference** – A Western Summit • Put on by the Tamarack Institute in Vancouver on June 12-13 <http://events.tamarackcommunity.ca/crp-west>

### **Community Partner Updates**

ACRA • ACE program @ EES for children starts up again next week

Parents Support Services

- Program providing support for grandparents raising grandkids meets once per month

Island Health

- Building community capacity • Dental health is more about prevention than dental referral
  - Interested in connecting with groups for professional development to share knowledge

SD 69 • one of DPACs top budget items is food for students who come to school hungry – this is a community issue

SOS • Child youth and family programs started running this week and run until June 2nd

- Funds from thrift shop are the bulk of the SOS budget
- Everyone asked for increased funds for food

BLT • Saturday Morning Breakfast club done for the year • Mother Goose for Babes starts on Monday April 30 and runs for a 6 week session in Parksville and Qualicum Beach • Munchkinland Outdoor Ed Program on Wednesdays in Parksville at Marks Nature Park and in Qualicum Beach behind the QB museum

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

| Action Item   | Responsibility        | Status   | Proposed Deadline   |
|---|-----------------------|--|---------------------|
| <p><b>Strategic Planning Process</b><br/>(January 24, 2017)</p>                     | <p>Superintendent</p> | <ul style="list-style-type: none"> <li>• DPAC Consensusogram activity completed by DPAC, Trustees, PVP and school staff.</li> <li>• ThoughtExchange engagement to follow in Spring 2018.</li> </ul>  | <p>July 1, 2018</p> |
| <p><b>Establishment of Performance Assessment Committee</b><br/>(June 24, 2014)</p> | <p>Senior Staff</p>   | <ul style="list-style-type: none"> <li>• Questions raised by previous Board in this regard are part of the considerations of the District Assessment, Evaluation and Reporting Committee.</li> <li>• Additional consideration of appropriate performance measures are the subject of discussions being undertaken by the Ministry of Education in relation to the re-designed K-12 curriculum and BC graduation requirements.</li> <li>• Board and Senior Staff are being accorded opportunities to inform these conversations.</li> </ul> | <p>Ongoing</p>      |

**CAPITAL BYLAW NO. 2018/19-CPSD69-01**  
**CAPITAL PLAN 2018/19**

A BYLAW by the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2018/19 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 26, 2018, is hereby adopted.
- 2. This Bylaw may be cited as School District No.69 (Qualicum) Capital Bylaw No. 2018/19-CPSD69-01.

READ A FIRST TIME THE 24TH DAY OF APRIL, 2018;  
READ A SECOND TIME THE 24TH DAY OF APRIL, 2018;  
READ A THIRD TIME, PASSED AND ADOPTED THE 24TH DAY OF APRIL, 2018.

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2018/19-CPSD69-01 adopted by the Board the 24th day of April, 2018.

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



March 26, 2018

Ref: 201086

To: Secretary-Treasurer and Superintendent  
School District No. 69 (Qualicum)

**Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2018/19**

This letter is in response to your School District's Annual Five-Year Capital Plan submission for 2018/19 that was sent to the Ministry on June 30, 2017, and provides direction as to the next steps for advancing your 2018/19 capital projects.

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

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)

The Ministry is pleased to advise you of support for advancing project development or delivery of the following capital projects for your School District for 2018/19:

| <b>SCHOOL PROJECT(S)</b> |   |                                  |   |
|--------------------------|---|----------------------------------|---|
| <b>School Name</b>       | <b>Program - Project Type – Project Description</b>                   | <b>Amount Funded by Ministry</b> | <b>Next Steps &amp; Timing</b>  |
| Springwood Elementary    | SEP – Mechanical – Boiler   | \$390,000                        | Proceed to design, tender & construction and complete by March 31, 2019 |
| Ballenas Secondary       | SEP – Building Enclosure – Ph. 2 roof replacement (6 phases in total) | \$486,620                        | Proceed to design, tender & construction and complete by March 31, 2019 |

.../2

**Ministry of Education**

Capital Management Branch  
  
Resource Management and Executive Financial Office Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

| BUS PROJECT(S)         |                                  |                           |   |
|------------------------|----------------------------------|---------------------------|---|
| Existing Bus Fleet #   | New Bus Type                     | Amount Funded by Ministry | Next Steps & Timing   |
| 4690                   | C (70-75)<br>0 Wheelchair Spaces | \$129,883                 | Proceed to ordering the school bus(es) <b>between April 2, 2018 and May 11, 2018</b> from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a> |
| 2691, 3690, 3691, 3692 | D (80+FE)<br>0 Wheelchair Spaces | \$650,652                 | Proceed to ordering the school bus(es) <b>between April 2, 2018 and May 11, 2018</b> from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a> |

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No work or expenditures may proceed without a signed Capital Project Funding Agreement (CPFA), Annual Program Funding Agreement (APFA), or other formal authorization from the Ministry.**

As a reminder, the requirement for the Boards of Education to adopt a Capital Bylaw for each individual capital project has been eliminated, and instead, the Board is to adopt a single Capital Bylaw for its approved 2018/19 Five-Year Capital Plan, in accordance with s. 143 of the *School Act*. For additional information, please visit the Capital Bylaw website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

With the 2018/19 Five-Year Capital Plan approvals now completed by the Ministry, you can expect to receive the Capital Plan Instructions for the upcoming 2019/20 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) by early April 2018. The deadline for those capital project submissions will be June 30, 2018, which will be considered for funding support by the Ministry for the 2019/20 fiscal year.

Should you have any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process, please do not hesitate to contact your respective Regional Director or Planning Officer at the [Capital Management Branch Contact List](#).

Sincerely,



Joel Palmer, Executive Director  
Capital Management Branch

Cc: Ryan Spillett, Director Capital Projects, Capital Management Branch  
Michael Nyikes, Director Capital Programs & Policies Unit, Capital Management Branch  
Damien Crowell, Planning Officer, Capital Management Branch  
Rachelle Ray, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch

Annual Budget

## **School District No. 69 (Qualicum)**

June 30, 2019

# School District No. 69 (Qualicum)

June 30, 2019

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

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$55,155,040 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE 24th DAY OF APRIL, 2018;

READ A SECOND TIME THE 24th DAY OF APRIL, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF APRIL, 2018;

( Corporate Seal )

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Chairperson of the Board

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Annual Budget Bylaw 2018/2019, adopted by the Board the 24th DAY OF APRIL, 2018.

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Secretary Treasurer

# School District No. 69 (Qualicum)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

|   | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|---|-----------------------|-------------------------------|
| <b>Ministry Operating Grant Funded FTE's</b>                  |                       |                               |
| School-Age  | 4,195,125             | 4,202,000                     |
| Adult   | 5,750                 | 6,750                         |
| <b>Total Ministry Operating Grant Funded FTE's</b>            | <u>4,200,875</u>      | <u>4,208,750</u>              |
| <b>Revenues</b>   | <b>\$</b>             | <b>\$</b>                     |
| Provincial Grants   |                       |                               |
| Ministry of Education   | 45,853,920            | 46,617,301                    |
| Other   | 101,450               | 101,450                       |
| Tuition   | 3,900,000             | 3,900,000                     |
| Other Revenue   | 1,655,000             | 1,640,000                     |
| Rentals and Leases  | 600,000               | 450,000                       |
| Investment Income   | 175,000               | 125,000                       |
| Gain (Loss) on Disposal of Tangible Capital Assets            |                       | 419,200                       |
| Amortization of Deferred Capital Revenue                      | 2,274,155             | 2,207,106                     |
| <b>Total Revenue</b>  | <u>54,559,525</u>     | <u>55,460,057</u>             |
| <b>Expenses</b>   |                       |                               |
| Instruction   | 42,719,862            | 43,078,384                    |
| District Administration                                       | 2,131,659             | 1,897,758                     |
| Operations and Maintenance                                    | 7,906,027             | 8,202,454                     |
| Transportation and Housing                                    | 1,978,942             | 1,939,601                     |
| <b>Total Expense</b>  | <u>54,736,490</u>     | <u>55,118,197</u>             |
| <b>Net Revenue (Expense)</b>                                  | <u>(176,965)</u>      | <u>341,860</u>                |
| <b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>  | 292,619               |                               |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <u>115,654</u>        | <u>341,860</u>                |
| <b>Budgeted Surplus (Deficit), for the year comprised of:</b> |                       |                               |
| Operating Fund Surplus (Deficit)                              |                       |                               |
| Special Purpose Fund Surplus (Deficit)                        |                       |                               |
| Capital Fund Surplus (Deficit)                                | 115,654               | 341,860                       |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <u>115,654</u>        | <u>341,860</u>                |

**School District No. 69 (Qualicum)**

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

|   | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|---|-----------------------|-------------------------------|
| <b>Budget Bylaw Amount</b>                    |                       |                               |
| Operating - Total Expense                     | 47,299,263            | 46,233,490                    |
| Operating - Tangible Capital Assets Purchased | 418,550               | 368,550                       |
| Special Purpose Funds - Total Expense         | 4,560,176             | 5,731,711                     |
| Capital Fund - Total Expense                  | 2,877,051             | 3,152,996                     |
| <b>Total Budget Bylaw Amount</b>              | <b>55,155,040</b>     | <b>55,486,747</b>             |

Approved by the Board

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

Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_

Signature of the Secretary/Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

**DRAFT**

# School District No. 69 (Qualicum)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2019

|   | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|---|-----------------------|-------------------------------|
|   | \$                    | \$                            |
| <b>Surplus (Deficit) for the year</b>                     | <u>(176,965)</u>      | <u>341,860</u>                |
| <b>Effect of change in Tangible Capital Assets</b>        |                       |                               |
| Acquisition of Tangible Capital Assets                    |                       |                               |
| From Operating and Special Purpose Funds                  | (418,550)             | (368,550)                     |
| From Deferred Capital Revenue                             | <u>(2,437,719)</u>    | <u>(1,486,165)</u>            |
| <b>Total Acquisition of Tangible Capital Assets</b>       | <u>(2,856,269)</u>    | <u>(1,854,715)</u>            |
| Amortization of Tangible Capital Assets                   | <u>2,577,051</u>      | <u>2,512,996</u>              |
| <b>Total Effect of change in Tangible Capital Assets</b>  | <u>(279,218)</u>      | <u>658,281</u>                |
|   | <u>-</u>              | <u>-</u>                      |
|   | <u>-</u>              | <u>-</u>                      |
| <b>(Increase) Decrease in Net Financial Assets (Debt)</b> | <u>(456,183)</u>      | <u>1,000,141</u>              |

# School District No. 69 (Qualicum)

Schedule 2

Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2019

|  | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|--|-----------------------|-------------------------------|
|  | \$                    | \$                            |
| <b>Revenues</b>                                  |                       |                               |
| Provincial Grants                                |                       |                               |
| Ministry of Education                            | 42,498,744            | 41,890,590                    |
| Other  | 101,450               | 101,450                       |
| Tuition  | 3,900,000             | 3,900,000                     |
| Other Revenue                                    | 150,000               | 135,000                       |
| Rentals and Leases                               | 600,000               | 450,000                       |
| Investment Income                                | 175,000               | 125,000                       |
| <b>Total Revenue</b>                             | <b>47,425,194</b>     | <b>46,602,040</b>             |
| <b>Expenses</b>                                  |                       |                               |
| Instruction                                      | 38,359,032            | 37,546,019                    |
| District Administration                          | 2,131,659             | 1,897,758                     |
| Operations and Maintenance                       | 5,129,545             | 5,081,682                     |
| Transportation and Housing                       | 1,679,027             | 1,708,031                     |
| <b>Total Expense</b>                             | <b>47,299,263</b>     | <b>46,233,490</b>             |
| <b>Net Revenue (Expense)</b>                     | <b>125,931</b>        | <b>368,550</b>                |
| <b>Budgeted Prior Year Surplus Appropriation</b> | <b>292,619</b>        |                               |
| <b>Net Transfers (to) from other funds</b>       |                       |                               |
| Tangible Capital Assets Purchased                | (418,550)             | (368,550)                     |
| <b>Total Net Transfers</b>                       | <b>(418,550)</b>      | <b>(368,550)</b>              |
| <b>Budgeted Surplus (Deficit), for the year</b>  | <b>-</b>              | <b>-</b>                      |

# School District No. 69 (Qualicum)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2019

|  | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|--|-----------------------|-------------------------------|
|  | \$                    | \$                            |
| <b>Provincial Grants - Ministry of Education</b>       |                       |                               |
| Operating Grant, Ministry of Education                 | 41,076,227            | 40,270,810                    |
| Other Ministry of Education Grants                     |                       |                               |
| Pay Equity   | 936,176               | 936,176                       |
| Transportation Supplement                              | 426,341               | 426,341                       |
| Return of Administrative Savings                       |                       | 197,263                       |
| Carbon Tax Grant                                       | 60,000                | 60,000                        |
| <b>Total Provincial Grants - Ministry of Education</b> | <b>42,498,744</b>     | <b>41,890,590</b>             |
| <b>Provincial Grants - Other</b>                       | <b>101,450</b>        | <b>101,450</b>                |
| <b>Tuition</b>   |                       |                               |
| International and Out of Province Students             | 3,900,000             | 3,900,000                     |
| <b>Total Tuition</b>                                   | <b>3,900,000</b>      | <b>3,900,000</b>              |
| <b>Other Revenues</b>                                  |                       |                               |
| Miscellaneous  |                       |                               |
| Transportation Revenue                                 | 50,000                | 50,000                        |
| Miscellaneous  | 100,000               | 85,000                        |
| <b>Total Other Revenue</b>                             | <b>150,000</b>        | <b>135,000</b>                |
| <b>Rentals and Leases</b>                              | <b>600,000</b>        | <b>450,000</b>                |
| <b>Investment Income</b>                               | <b>175,000</b>        | <b>125,000</b>                |
| <b>Total Operating Revenue</b>                         | <b>47,425,194</b>     | <b>46,602,040</b>             |

**School District No. 69 (Qualicum)**  
 Annual Budget - Schedule of Operating Expense by Object  
 Year Ended June 30, 2019

Schedule 2B

|                                     | 2019<br>Annual Budget | 2018 Amended<br>Annual Budget |
|-------------------------------------|-----------------------|-------------------------------|
|                                     | \$                    | \$                            |
| <b>Salaries</b>                     |                       |                               |
| Teachers                            | 18,292,873            | 17,861,732                    |
| Principals and Vice Principals      | 2,773,721             | 2,721,611                     |
| Educational Assistants              | 3,437,868             | 3,397,323                     |
| Support Staff                       | 4,744,560             | 4,700,989                     |
| Other Professionals                 | 1,584,275             | 1,396,784                     |
| Substitutes                         | 1,403,867             | 1,393,576                     |
| <b>Total Salaries</b>               | <u>32,237,164</u>     | <u>31,472,015</u>             |
| <b>Employee Benefits</b>            | <u>8,613,031</u>      | <u>8,369,427</u>              |
| <b>Total Salaries and Benefits</b>  | <u>40,850,195</u>     | <u>39,841,442</u>             |
| <b>Services and Supplies</b>        |                       |                               |
| Services                            | 2,845,330             | 2,897,058                     |
| Student Transportation              | 1,000                 | 1,000                         |
| Professional Development and Travel | 549,086               | 472,338                       |
| Rentals and Leases                  | 5,000                 | 5,000                         |
| Dues and Fees                       | 71,000                | 50,450                        |
| Insurance                           | 164,000               | 174,000                       |
| Supplies                            | 1,797,652             | 1,800,702                     |
| Utilities                           | 1,016,000             | 991,500                       |
| <b>Total Services and Supplies</b>  | <u>6,449,068</u>      | <u>6,392,048</u>              |
| <b>Total Operating Expense</b>      | <u>47,299,263</u>     | <u>46,233,490</u>             |

# School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2019

|   | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries    |
|---|-------------------|---|---------------------------------|------------------------|------------------------------|----------------------|-------------------|
|   | \$                | \$                                      | \$                              | \$                     | \$                           | \$                   | \$                |
| <b>1 Instruction</b>                            |                   |   |                                 |                        |                              |                      |                   |
| 1.02 Regular Instruction                        | 15,002,342        | 455,883                                 |                                 | 15,148                 |                              | 879,242              | 16,352,615        |
| 1.03 Career Programs                            | 209,906           |   |                                 | 39,083                 |                              |                      | 248,989           |
| 1.07 Library Services                           | 388,015           |   |                                 | 239,146                |                              |                      | 627,161           |
| 1.08 Counselling                                | 725,066           | 78,134                                  |                                 |                        |                              |                      | 803,200           |
| 1.10 Special Education                          | 1,622,467         | 226,114                                 | 3,208,388                       | 42,555                 | 52,723                       | 226,617              | 5,378,864         |
| 1.30 English Language Learning                  | 58,089            |   |                                 |                        |                              |                      | 58,089            |
| 1.31 Aboriginal Education                       | 37,047            | 110,074                                 | 229,480                         | 7,095                  |                              |                      | 383,696           |
| 1.41 School Administration                      |                   | 1,668,319                               |                                 | 952,791                |                              | 52,416               | 2,673,526         |
| 1.62 International and Out of Province Students | 249,941           | 235,197                                 |                                 | 26,056                 | 197,475                      |                      | 709,669           |
| 1.64 Other                                      |                   |   |                                 |                        | 34,150                       |                      | 34,150            |
| <b>Total Function 1</b>                         | <b>18,292,873</b> | <b>2,773,721</b>                        | <b>3,437,868</b>                | <b>1,321,874</b>       | <b>284,348</b>               | <b>1,158,275</b>     | <b>27,268,959</b> |
| <b>4 District Administration</b>                |                   |   |                                 |                        |                              |                      |                   |
| 4.11 Educational Administration                 |                   |   |                                 |                        | 384,946                      |                      | 384,946           |
| 4.40 School District Governance                 |                   |   |                                 |                        | 86,193                       |                      | 86,193            |
| 4.41 Business Administration                    |                   |   |                                 | 297,607                | 567,371                      | 3,000                | 867,978           |
| <b>Total Function 4</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>297,607</b>         | <b>1,038,510</b>             | <b>3,000</b>         | <b>1,339,117</b>  |
| <b>5 Operations and Maintenance</b>             |                   |   |                                 |                        |                              |                      |                   |
| 5.41 Operations and Maintenance Administration  |                   |   |                                 | 52,271                 | 213,201                      | 500                  | 265,972           |
| 5.50 Maintenance Operations                     |                   |   |                                 | 2,055,481              |                              | 139,020              | 2,194,501         |
| 5.52 Maintenance of Grounds                     |                   |   |                                 | 163,550                |                              |                      | 163,550           |
| 5.56 Utilities                                  |                   |   |                                 |                        |                              |                      | -                 |
| <b>Total Function 5</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>2,271,302</b>       | <b>213,201</b>               | <b>139,520</b>       | <b>2,624,023</b>  |
| <b>7 Transportation and Housing</b>             |                   |   |                                 |                        |                              |                      |                   |
| 7.41 Transportation and Housing Administration  |                   |   |                                 | 51,415                 | 48,216                       | 500                  | 100,131           |
| 7.70 Student Transportation                     |                   |   |                                 | 802,362                |                              | 102,572              | 904,934           |
| 7.73 Housing                                    |                   |   |                                 |                        |                              |                      | -                 |
| <b>Total Function 7</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>853,777</b>         | <b>48,216</b>                | <b>103,072</b>       | <b>1,005,065</b>  |
| <b>9 Debt Services</b>                          |                   |   |                                 |                        |                              |                      |                   |
| <b>Total Function 9</b>                         | <b>-</b>          | <b>-</b>                                | <b>-</b>                        | <b>-</b>               | <b>-</b>                     | <b>-</b>             | <b>-</b>          |
| <b>Total Functions 1 - 9</b>                    | <b>18,292,873</b> | <b>2,773,721</b>                        | <b>3,437,868</b>                | <b>4,744,560</b>       | <b>1,584,275</b>             | <b>1,403,867</b>     | <b>32,237,164</b> |

**School District No. 69 (Qualicum)**

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2019

|   | Total Salaries    | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2019 Annual Budget | 2018 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|--------------------|----------------------------|
|   | \$                | \$                | \$                          | \$                    | \$                 | \$                         |
| <b>1 Instruction</b>                            |                   |                   |                             |                       |                    |                            |
| 1.02 Regular Instruction                        | 16,352,615        | 4,374,139         | 20,726,754                  | 852,986               | 21,579,740         | 21,024,264                 |
| 1.03 Career Programs                            | 248,989           | 66,261            | 315,250                     | 448,130               | 763,380            | 733,108                    |
| 1.07 Library Services                           | 627,161           | 172,544           | 799,705                     | 28,700                | 828,405            | 809,678                    |
| 1.08 Counselling                                | 803,200           | 201,058           | 1,004,258                   |                       | 1,004,258          | 986,822                    |
| 1.10 Special Education                          | 5,378,864         | 1,547,824         | 6,926,688                   | 71,000                | 6,997,688          | 6,897,994                  |
| 1.30 English Language Learning                  | 58,089            | 16,257            | 74,346                      |                       | 74,346             | 73,087                     |
| 1.31 Aboriginal Education                       | 383,696           | 93,716            | 477,412                     | 112,730               | 590,142            | 579,590                    |
| 1.41 School Administration                      | 2,673,526         | 685,943           | 3,359,469                   | 107,800               | 3,467,269          | 3,407,391                  |
| 1.62 International and Out of Province Students | 708,669           | 183,808           | 892,477                     | 2,118,300             | 3,010,777          | 2,992,230                  |
| 1.64 Other                                      | 34,150            | 8,877             | 43,027                      |                       | 43,027             | 41,855                     |
| <b>Total Function 1</b>                         | <b>27,268,959</b> | <b>7,350,427</b>  | <b>34,619,386</b>           | <b>3,739,646</b>      | <b>38,359,032</b>  | <b>37,546,019</b>          |
| <b>4 District Administration</b>                |                   |                   |                             |                       |                    |                            |
| 4.11 Educational Administration                 | 384,946           | 82,070            | 467,016                     | 103,000               | 570,016            | 520,015                    |
| 4.40 School District Governance                 | 86,193            | 8,173             | 94,366                      | 140,340               | 234,706            | 179,706                    |
| 4.41 Business Administration                    | 867,978           | 197,259           | 1,065,237                   | 261,700               | 1,326,937          | 1,198,037                  |
| <b>Total Function 4</b>                         | <b>1,339,117</b>  | <b>287,502</b>    | <b>1,626,619</b>            | <b>505,040</b>        | <b>2,131,659</b>   | <b>1,897,758</b>           |
| <b>5 Operations and Maintenance</b>             |                   |                   |                             |                       |                    |                            |
| 5.41 Operations and Maintenance Administration  | 265,972           | 52,203            | 318,175                     | 195,800               | 513,975            | 511,531                    |
| 5.50 Maintenance Operations                     | 2,194,501         | 580,398           | 2,774,899                   | 413,982               | 3,188,881          | 3,142,488                  |
| 5.52 Maintenance of Grounds                     | 163,550           | 47,139            | 210,689                     | 80,000                | 290,689            | 286,163                    |
| 5.56 Utilities                                  | -                 | -                 | -                           | 1,136,000             | 1,136,000          | 1,141,500                  |
| <b>Total Function 5</b>                         | <b>2,624,023</b>  | <b>679,740</b>    | <b>3,303,763</b>            | <b>1,825,782</b>      | <b>5,129,545</b>   | <b>5,081,682</b>           |
| <b>7 Transportation and Housing</b>             |                   |                   |                             |                       |                    |                            |
| 7.41 Transportation and Housing Administration  | 100,131           | 23,560            | 123,691                     | 28,100                | 151,791            | 152,746                    |
| 7.70 Student Transportation                     | 904,934           | 271,802           | 1,176,736                   | 332,500               | 1,509,236          | 1,531,285                  |
| 7.73 Housing                                    | -                 | -                 | -                           | 18,000                | 18,000             | 24,000                     |
| <b>Total Function 7</b>                         | <b>1,005,065</b>  | <b>295,362</b>    | <b>1,300,427</b>            | <b>378,600</b>        | <b>1,679,027</b>   | <b>1,708,031</b>           |
| <b>9 Debt Services</b>                          |                   |                   |                             |                       |                    |                            |
| <b>Total Function 9</b>                         | -                 | -                 | -                           | -                     | -                  | -                          |
| <b>Total Functions 1 - 9</b>                    | <b>32,237,164</b> | <b>8,613,031</b>  | <b>40,850,195</b>           | <b>6,449,068</b>      | <b>47,299,263</b>  | <b>46,233,490</b>          |

**School District No. 69 (Qualicum)**

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2019

|   | <u>2019</u>          | <u>2018 Amended</u>  |
|---|----------------------|----------------------|
|   | <u>Annual Budget</u> | <u>Annual Budget</u> |
|   | \$                   | \$                   |
| <b>Revenues</b>                                 |                      |                      |
| Provincial Grants                               |                      |                      |
| Ministry of Education                           | 3,055,176            | 4,226,711            |
| Other Revenue                                   | 1,505,000            | 1,505,000            |
| <b>Total Revenue</b>                            | <u>4,560,176</u>     | <u>5,731,711</u>     |
| <b>Expenses</b>                                 |                      |                      |
| Instruction                                     | 4,360,830            | 5,532,365            |
| Operations and Maintenance                      | 199,346              | 199,346              |
| <b>Total Expense</b>                            | <u>4,560,176</u>     | <u>5,731,711</u>     |
| <b>Budgeted Surplus (Deficit), for the year</b> | <u>-</u>             | <u>-</u>             |

**School District No. 69 (Qualicum)**  
 Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

|   | Annual Facility Grant | Learning Improvement Fund | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP    | CommunityLINK | Classroom Enhancement Fund - Staffing | TOTAL     |
|---|-----------------------|---------------------------|------------------------|--------------|-------------------|---------|---------------|---------------------------------------|-----------|
|   | \$                    | \$                        | \$                     | \$           | \$                | \$      | \$            | \$                                    | \$        |
| Deferred Revenue, beginning of year       |                       |                           | 557,489                |              |                   |         |               |                                       | 557,489   |
| Add: Restricted Grants                    |                       |                           |                        |              |                   |         |               |                                       |           |
| Provincial Grants - Ministry of Education | 199,346               | 159,201                   | 1,500,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 3,055,176 |
| Other                                     | 199,346               | 159,201                   | 1,500,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 4,555,176 |
| Less: Allocated to Revenue                | 199,346               | 159,201                   | 1,505,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 4,560,176 |
| Deferred Revenue, end of year             | -                     | -                         | 552,489                | -            | -                 | -       | -             | -                                     | 552,489   |
| <b>Revenues</b>                           |                       |                           |                        |              |                   |         |               |                                       |           |
| Provincial Grants - Ministry of Education | 199,346               | 159,201                   | 1,505,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 3,055,176 |
| Other Revenue                             | 199,346               | 159,201                   | 1,505,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 4,560,176 |
| <b>Expenses</b>                           |                       |                           |                        |              |                   |         |               |                                       |           |
| Salaries                                  |                       |                           |                        |              |                   |         |               |                                       |           |
| Teachers                                  |                       |                           |                        |              |                   |         |               | 1,659,592                             | 1,659,592 |
| Principals and Vice Principals            |                       |                           |                        | 31,000       |                   |         |               |                                       | 31,000    |
| Educational Assistants                    |                       | 134,000                   |                        |              |                   |         | 230,000       |                                       | 364,000   |
| Support Staff                             | 101,560               | 134,000                   |                        |              |                   | 31,000  | 230,000       | 1,659,592                             | 2,156,152 |
| Employee Benefits                         | 33,501                | 25,201                    |                        |              |                   | 7,500   | 55,000        | 448,090                               | 569,292   |
| Services and Supplies                     | 64,285                |                           | 1,505,000              | 96,000       | 19,600            | 62,822  | 87,025        | 1,834,732                             | 1,834,732 |
|   | 199,346               | 159,201                   | 1,505,000              | 96,000       | 19,600            | 101,322 | 372,025       | 2,107,682                             | 4,560,176 |
| <b>Net Revenue (Expense)</b>              |                       |                           |                        |              |                   |         |               |                                       |           |

# School District No. 69 (Qualicum)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2019

|  | 2019 Annual Budget                     |                  |                  | 2018 Amended<br>Annual Budget |
|--|--|------------------|------------------|-------------------------------|
|  | Invested in Tangible<br>Capital Assets | Local<br>Capital | Fund<br>Balance  |                               |
|  | \$                                     | \$               | \$               | \$                            |
| <b>Revenues</b>                                    |  |                  |                  |                               |
| Provincial Grants                                  |  |                  |                  |                               |
| Ministry of Education                              | 300,000                                |                  | 300,000          | 500,000                       |
| Gain (Loss) on Disposal of Tangible Capital Assets |  |                  | -                | 419,200                       |
| Amortization of Deferred Capital Revenue           | 2,274,155                              |                  | 2,274,155        | 2,207,106                     |
| <b>Total Revenue</b>                               | <b>2,574,155</b>                       | <b>-</b>         | <b>2,574,155</b> | <b>3,126,306</b>              |
| <b>Expenses</b>                                    |  |                  |                  |                               |
| Operations and Maintenance                         | 300,000                                |                  | 300,000          | 640,000                       |
| Amortization of Tangible Capital Assets            |  |                  |                  |                               |
| Operations and Maintenance                         | 2,277,136                              |                  | 2,277,136        | 2,281,426                     |
| Transportation and Housing                         | 299,915                                |                  | 299,915          | 231,570                       |
| <b>Total Expense</b>                               | <b>2,877,051</b>                       | <b>-</b>         | <b>2,877,051</b> | <b>3,152,996</b>              |
| <b>Net Revenue (Expense)</b>                       | <b>(302,896)</b>                       | <b>-</b>         | <b>(302,896)</b> | <b>(26,690)</b>               |
| <b>Net Transfers (to) from other funds</b>         |  |                  |                  |                               |
| Tangible Capital Assets Purchased                  | 418,550                                |                  | 418,550          | 368,550                       |
| <b>Total Net Transfers</b>                         | <b>418,550</b>                         | <b>-</b>         | <b>418,550</b>   | <b>368,550</b>                |
| <b>Other Adjustments to Fund Balances</b>          |  |                  |                  |                               |
| <b>Total Other Adjustments to Fund Balances</b>    | <b>-</b>                               | <b>-</b>         | <b>-</b>         |                               |
| <b>Budgeted Surplus (Deficit), for the year</b>    | <b>115,654</b>                         | <b>-</b>         | <b>115,654</b>   | <b>341,860</b>                |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

4/19/2018

|  | 2017/18           |                   | 2018/19           | Difference | Comment          |
|--|-------------------|-------------------|-------------------|------------|------------------|
|  | Annual Budget     | Amended Budget    | Annual Budget     |            |                  |
| <b>REVENUE</b>                         |                   |                   |                   |            |                  |
| <b>PROVINCIAL GRANTS</b>               |                   |                   |                   |            |                  |
| Operating Grant                        | 39,636,644        | 40,270,810        | 41,076,227        | 805,417    |                  |
| Other MOE Grants-Admin/Transp funds    | 623,604           | 623,604           | 426,341           | -197,263   |                  |
| Other MOE Grants-Additional grant      |                   |                   |                   | 0          |                  |
| Other MOE Grants-Ed Guarantee          |                   |                   |                   | 0          |                  |
| Other MOE Grants-Pay Equity            | 936,176           | 936,176           | 936,176           | 0          |                  |
| Other MOE Grants-Misc                  | 60,000            | 60,000            | 60,000            | 0          |                  |
| <b>TOTAL MINISTRY OF ED GRANTS</b>     | <b>41,256,424</b> | <b>41,890,590</b> | <b>42,498,744</b> | 608,154    | add'l grants     |
| <b>OTHER REVENUES</b>                  |                   |                   |                   |            |                  |
| Other Provincial Revenues              | 101,450           | 101,450           | 101,450           | 0          |                  |
| Offshore Tuition                       | 3,500,000         | 3,900,000         | 3,900,000         | 0          |                  |
| Miscellaneous other                    | 135,000           | 135,000           | 150,000           | 15,000     | adj to actuals   |
| Rental and Leases                      | 450,000           | 450,000           | 600,000           | 150,000    | adj to actuals   |
| Investment Income                      | 125,000           | 125,000           | 175,000           | 50,000     | adj to actuals   |
| <b>TOTAL OTHER REVENUE</b>             | <b>4,311,450</b>  | <b>4,711,450</b>  | <b>4,926,450</b>  | 215,000    |                  |
| <b>TOTAL REVENUES</b>                  | <b>45,567,874</b> | <b>46,602,040</b> | <b>47,425,194</b> | 823,154    |                  |
| <b>EXPENDITURES</b>                    |                   |                   |                   |            |                  |
| <b>SALARIES AND BENEFITS</b>           |                   |                   |                   |            |                  |
| Teachers                               | 17,844,554        | 17,861,732        | 18,292,873        | 431,141    | wage incr/pos'ns |
| Principals and Vice Principals         | 2,698,685         | 2,721,611         | 2,773,721         | 52,110     | wage incr.       |
| Educational Assistants                 | 3,377,630         | 3,397,323         | 3,437,868         | 40,545     | wage incr.       |
| Support Staff                          | 4,612,380         | 4,700,989         | 4,744,560         | 43,571     | wage incr.       |
| Other Professionals                    | 1,370,496         | 1,396,784         | 1,584,275         | 187,491    | wage incr/pos'ns |
| Substitutes                            | 1,294,281         | 1,393,576         | 1,403,867         | 10,291     |                  |
| Benefits                               | 8,292,708         | 8,369,427         | 8,613,031         | 243,604    | wage rel/MSP     |
| <b>TOTAL SALARIES AND BENEFITS</b>     | <b>39,490,734</b> | <b>39,841,442</b> | <b>40,850,195</b> | 1,008,753  |                  |
| Benefits as a % of Total Salaries      | 26.6%             | 26.6%             | 26.7%             |            |                  |
| <b>SUPPLIES AND SERVICES</b>           |                   |                   |                   |            |                  |
| Services                               | 2,595,558         | 2,898,058         | 2,846,330         | -51,728    |                  |
| Training and Travel                    | 472,338           | 472,338           | 549,085           | 76,747     |                  |
| Rental and Leases                      | 5,000             | 5,000             | 5,000             | 0          |                  |
| Dues and Fees                          | 50,450            | 50,450            | 71,000            | 20,550     |                  |
| Insurance                              | 174,000           | 174,000           | 164,000           | -10,000    |                  |
| Supplies                               | 1,700,702         | 1,800,702         | 1,797,652         | -3,050     |                  |
| Utilities                              | 991,500           | 991,500           | 1,016,000         | 24,500     |                  |
| Capital Equipment                      | 368,550           | 368,550           | 418,550           | 50,000     | add'l equip      |
| <b>TOTAL SUPPLIES AND SERVICES</b>     | <b>6,358,098</b>  | <b>6,760,598</b>  | <b>6,867,617</b>  | 107,019    |                  |
| <b>TOTAL EXPENDITURES</b>              | <b>45,848,832</b> | <b>46,602,040</b> | <b>47,717,812</b> | 1,115,772  |                  |
| <b>NET REVENUE (EXPENDITURE)</b>       | <b>-280,958</b>   | <b>0</b>          | <b>-292,618</b>   | -292,618   |                  |
| Budgeted Use of Surplus                | 280,958           | 0                 | 292,618           | 292,618    |                  |
| <b>Surplus (Deficit), for the Year</b> | <b>0</b>          | <b>0</b>          | <b>0</b>          | <b>0</b>   |                  |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

4/19/2018

|  | 2017/18           |                   | 2018/19           | Difference | Comment             |
|--|-------------------|-------------------|-------------------|------------|---------------------|
|  | Annual Budget     | Amended Budget    | Annual Budget     |            |                     |
| <b><u>INSTRUCTION</u></b>                |                   |                   |                   |            |                     |
| Regular Instruction                      | 21,105,099        | 21,024,264        | 21,579,740        | 555,476    | wage incr/pos'ns    |
| Career Programs                          | 702,338           | 733,108           | 763,380           | 30,272     |                     |
| Library Services                         | 822,951           | 809,678           | 828,405           | 18,727     |                     |
| Counselling                              | 581,648           | 986,822           | 1,004,258         | 17,436     |                     |
| Special Education                        | 6,914,231         | 6,897,994         | 6,997,688         | 99,694     | wage incr/pos'ns    |
| English as a Second Language             | 176,221           | 73,087            | 74,346            | 1,259      |                     |
| Aboriginal Education                     | 542,948           | 579,590           | 590,142           | 10,552     |                     |
| School Administration                    | 3,415,257         | 3,407,391         | 3,467,269         | 59,878     |                     |
| Continuing Education                     | 27,289            | 0                 | 0                 | 0          |                     |
| Off Shore Students                       | 2,737,004         | 2,992,230         | 3,010,777         | 18,547     |                     |
| Other                                    | 41,738            | 41,855            | 43,027            | 1,172      |                     |
| Function 1 - Instruction                 | <b>37,066,724</b> | <b>37,546,019</b> | <b>38,359,032</b> | 813,013    |                     |
| <b><u>DISTRICT ADMINISTRATION</u></b>    |                   |                   |                   |            |                     |
| Educational Administration               | 517,281           | 520,015           | 570,016           | 50,001     | Comm work           |
| School District Governance               | 178,868           | 179,706           | 234,706           | 55,000     | Election/travel     |
| Business Administration                  | 1,185,815         | 1,198,037         | 1,326,937         | 128,900    | Barg/new pos'n      |
| Function 4 - District Administration     | <b>1,881,964</b>  | <b>1,897,758</b>  | <b>2,131,659</b>  | 233,901    |                     |
| <b><u>OPERATIONS AND MAINTENANCE</u></b> |                   |                   |                   |            |                     |
| Operations and Maintenance Admin         | 502,580           | 511,531           | 513,975           | 2,444      |                     |
| Maintenance Operations                   | 2,925,980         | 3,142,488         | 3,188,881         | 46,393     |                     |
| Maintenance of Grounds                   | 287,463           | 286,163           | 290,689           | 4,526      |                     |
| Utilities                                | 1,141,500         | 1,141,500         | 1,136,000         | -5,500     | NGN adj             |
| Capital Equipment                        | 368,550           | 368,550           | 418,550           | 50,000     | add'l equip         |
| Function 5 - Operations and Maint        | <b>5,226,073</b>  | <b>5,450,232</b>  | <b>5,548,095</b>  | 97,863     |                     |
| <b><u>TRANSPORTATION AND HOUSING</u></b> |                   |                   |                   |            |                     |
| Transportation and Housing Admin         | 149,792           | 152,746           | 151,791           | -955       |                     |
| Student Transportation                   | 1,500,279         | 1,531,285         | 1,509,236         | -22,049    | field trip recovery |
| Housing                                  | 24,000            | 24,000            | 18,000            | -6,000     | FB allow adj        |
| Function 7 - Transportation and Housing  | <b>1,674,071</b>  | <b>1,708,031</b>  | <b>1,679,027</b>  | -29,004    |                     |
| TOTAL FUNCTION 1-7                       | <b>45,848,832</b> | <b>46,602,040</b> | <b>47,717,813</b> | 1,115,773  |                     |



2018 GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Rollie Koop verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Aboriginal Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Jewelry and Design

Grade: 10

TRAX Code: YIA-0A (e.g. YVPA)

School District Name and Number: 69 (Qualicum)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Rollie Koop

Signature:

Date: 04/13/2018

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Eve Flynn

Signature:

Date: 04/24/2018

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: 04/24/2018



---

Course Name: **Jewelry & Design**

Grade Level: **10**

Submitted by: **Lesley Rowan**

Date: **March 5, 2018**

Number of Credits: **4**

School: **Kwalikum Secondary**

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### **COURSE SYNOPSIS**

What the student will have gained through successful completion of this course:

This Course is designed to appeal to students that may not be interested in the regular technology education offerings at KSS. It would be offered with two components, one being a metal jewelry unit and the other a wood products creativity unit. Students will have the opportunity to examine various designs, production and finishing techniques currently used in jewelry making and wood design. Students will have the opportunity to design and create various forms of metal jewelry including earrings, bracelets, necklaces, and rings. Jewelry box design, inlay and creation, small woodcarvings and wood based jewelry products will be covered in the wood unit.

### **RATIONALE AND GOALS**

A statement that explains the area of learning (discipline) and its connection to the development of an educated citizen along with four to eight (4 – 8) goals (statements of intention) which will serve as curricular organizers:

To enroll students in the shop areas who otherwise might not avail themselves for these learning opportunities. Since this course has a strong artistic/aesthetic component, many students find they can be successful meeting the curricular outcomes without previous hands-on experience in shop environments.

### **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

Possible ways to incorporate First Peoples' Principles of Learning and integrate Indigenous content into this course:

Incorporate Indigenous design ideas and local use of resources for creation of adornments and storage vessels.

### **BIG IDEAS**

Understand (Generalizations and Principles):

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

## CURRICULAR COMPETENCIES

Do (Skills, Strategies, and Processes):

Applied Design

*Understanding context*

- Engage in a period of research and empathetic observation in order to understand design opportunities

*Defining*

- Choose a design opportunity
- Identify potential users and relevant contextual factors
- Identify criteria for success, intended impact, and any constraints

*Ideating*

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Screen ideas against criteria and constraints
- Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures
- Choose an idea to pursue, keeping other potentially viable ideas open

*Prototyping*

- Identify and use sources of inspiration and information
- Choose a form for prototyping and develop a plan that includes key stages and resources
- Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- Prototype, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

*Testing*

- Identify sources of feedback
- Develop an appropriate test of the prototype
- Conduct the test, collect and compile data, evaluate data, and decide on changes
- Iterate the prototype or abandon the design idea

*Making*

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

*Sharing*

- Decide on how and with whom to share their product and processes
- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology
- Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

## **CONTENT**

Know (Topics and knowledge):

- proper storage and organization of tools and equipment
- selection of metal, wood for size, shape, and finish
- common gauges of metal used in Jewelry and Design
- start-up, shutdown, and handling procedures for compressed gas cylinders
- identification, characteristics, properties, and uses of wood from various species
- functions and role of portable and stationary power equipment in the creation of a project
- functions of hand tools
- choices related to the sustainable use of wood
- precision measurement
- cutting threads
- mechanical fasteners and fastening methods
- methods for laying out, forming, and joining metal
- precision grinding
- reading and preparing drawings, plans, and cutting lists

## **INSTRUCTION**

Activities, techniques, and strategies used to meet the diverse needs of Learners:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modelling
- Practical Creativity

## **ASSESSMENT**

Strategies and tools used to identify learning needs, measure competency acquisition and evaluate student progress:

- Criterion based rubrics
- Observation and testing of safety procedures
- Teacher anecdotal records of shop practices

## **LEARNING RESOURCES**

If Applicable:

Wood and Metal shops equipped with power and hand tools – wood and metal specific project supplies.

**REVIEW AND APPROVAL**

Principal Name: Lori Marshall

Principal Signature: \_\_\_\_\_

Superintendent of Schools Name: Rollie Koop

Superintendent of Schools Signature: \_\_\_\_\_

Board Approval Date: 4/24/2018

Board Chair Name: Eve Flynn

Board Chair Signature: \_\_\_\_\_



2018 GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Rollie Koop verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Aboriginal Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: English Language Development (ELL) Grade: 10 TRAX Code: YESFL0A (e.g. YVPA)

School District Name and Number: 69 (Qualicum)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Rollie Koop

Signature: Date: 04/13/2018

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Eve Flynn

Signature: Date: 04/24/2018

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature: Date: 04/24/2018

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**Course Name: English Language Development (ELL)**

**Grade Level: 10**

**Submitted by: Lesley Rowan**

**Date: March 5, 2018**

**Number of Credits: 4**

**School: Kwalikum Secondary**

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## **COURSE SYNOPSIS**

**What the student will have gained through successful completion of this course:**

ELD10 is designed to support students in their development of spoken and written communication through processes of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. The course builds students' language competencies by introducing them to varied structures, forms, and styles of oral and written compositions and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces in a variety of modes.

## **RATIONALE AND GOALS**

**A statement that explains the area of learning (discipline) and its connection to the development of an educated citizen along with four to eight (4 – 8) goals (statements of intention) which will serve as curricular organizers:**

This course has been developed to enable students who have recently arrived in Canada to develop skills necessary for personal and academic learning. By developing these skills, the students will be better prepared to meet the challenges of graduating in a second language. This course will also introduce students to a variety of Canadian classroom learning strategies. In particular they require instruction in English vocabulary and grammar, especially in sentence structure, verb and preposition use, grammar, and idiom. They need to practice their spoken English in an encouraging environment with appropriate modeling and correction. The vocabulary demands placed on them by other courses are enormous, and they require help in learning the new words.

## **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Possible ways to incorporate First Peoples' Principles of Learning and integrate Indigenous content into this course:**

This course looks at Canadian culture and society and would incorporate Indigenous stories, views and beliefs.

## **BIG IDEAS**

**Understand (Generalizations and Principles):**

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

Engagement in writing processes can support creativity and enhance clarity of expression.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Voice is powerful and evocative.

## **CURRICULAR COMPETENCIES**

### **Do (Skills, Strategies, and Processes):**

*Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information for diverse purposes and from a variety of sources
- Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts
- Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Explore the role of personal and social contexts, values, and perspectives in texts
- Explore how language constructs personal and cultural identities
- Construct meaningful personal connections between self, text, and world
- Identify bias, contradictions, and distortions

Create and communicate (writing, speaking, representing)

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Assess and refine texts to improve clarity and impact
- Respond to text in personal, creative, and critical ways
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Explore appropriate spoken language formats for intended purposes
- Use writing and design processes to plan, develop, and create spoken language and other texts for a variety of purposes and audiences
- Express and support an opinion with evidence
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements to recognize intellectual property rights
- Transform ideas and information to create original texts

## **CONTENT**

### **Know (Topics and knowledge):**

- A variety of text forms and genres, including creative spoken forms

Text features and structures

- oral text features and structures

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes
- presentation techniques

Language features, structures, and conventions

- features of oral language
- elements of style
- rhetorical devices
- persuasive techniques
- usage and conventions
- citation techniques
- literary elements and devices
- literal and figurative meaning

## **INSTRUCTION**

**Activities, techniques, and strategies used to meet the diverse needs of Learners:**

- Direct instruction
- Group instruction
- Self-paced learning
- Modeling
- Role playing
- Brainstorming
- Peer analysis of student work
- Cooperative group learning
- Journal writing
- Individual and group projects

## **ASSESSMENT**

**Strategies and tools used to identify learning needs, measure competency acquisition and evaluate student progress:**

Assessment reflects instructional goals and is performance oriented. Assessment focuses on students' abilities to understand others and to express themselves comprehensibly and appropriately. Student evaluation, based on the student meeting the learning outcomes, will be done on an on-going basis including assessments of the students:

- Written, oral, and visual responses
- Use of English in all activities and student/student and student/teacher interactions
- Skills in listening, reading speaking, writing
- Willingness to take risks in using English
- Ability to understand and acquire information
- Understanding of Canadian Culture

## **LEARNING RESOURCES**

**If Applicable:**

- Internet/Computer
- Library resources
- Understanding and Using English Grammar (Azar)
- Fundamentals of English Grammar (Azar)
- Academic Writing Skills (Curcin)

Academic Reading Skills (Curcin)

Inside Writing: A Writer's Workbook (Salamone)

Picture Dictionary (ex. Word by Word 2nd Edition)

Making the Grade (Wood)

West Coast Reader

Canadian Concepts Book 1

Canadian Concepts Book 2

ELL Standards Province of British Columbia

ELL teacher familiar with the Ministry of Education ELL policy and standards, second language/culture and secondary school curriculum.

## REVIEW AND APPROVAL

Principal Name: Lori Marshall

Principal Signature: \_\_\_\_\_

Superintendent of Schools Name: Rollie Koop

Superintendent of Schools Signature: \_\_\_\_\_

Board Approval Date: 4/24/2018

Board Chair Name: Eve Flynn

Board Chair Signature: \_\_\_\_\_



2018 GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Rollie Koop verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Aboriginal Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Leadership

Grade: 10

TRAX Code: YCPA-0A (e.g. YVPA)

School District Name and Number: 69 (Qualicum)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Rollie Koop

Signature:

Date: 04/13/2018

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Eve Flynn

Signature:

Date: 04/24/2018

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) -

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: 04/24/2018

**Course Name: Leadership**

**Grade Level: 10**

**Submitted by: Lori Marshall/ Lesley Rowan**

**Date: March 5, 2018**

**Number of Credits: 4**

**School: Kwalikum Secondary**

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## **COURSE SYNOPSIS**

**What the student will have gained through successful completion of this course:**

This year long course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, leadership, teamwork and conflict management. Students will then apply these skills in designing, implementing and overseeing a proposal from start to finish. Students will also learn the value and complexity of social issues, while acquiring an appreciation of the importance of contributing to their communities and school.

## **RATIONALE AND GOALS**

**A statement that explains the area of learning (discipline) and its connection to the development of an educated citizen along with four to eight (4 – 8) goals (statements of intention) which will serve as curricular organizers:**

This course has been developed to support and encourage students to become leaders in their schools and communities. Students will learn how to properly assess needs of different size groups. Starting in the classroom setting and growing to the size of affected community. They will explore curricula themes; develop project proposals and research topics of community value or personal interest. Finally students will be able to reflect upon their work in a collaborative group to improve the event and help others with direction and insight. This approach will enhance skill development in organization and leadership activities.

## **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Possible ways to incorporate First Peoples' Principles of Learning and integrate Indigenous content into this course:**

Connect with our local Indigenous support person and community to create opportunities for students to participate and create events in the school that incorporate local indigenous perspectives and ways.

## **BIG IDEAS**

**Understand (Generalizations and Principles):**

Social, ethical and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

## CURRICULAR COMPETENCIES

### Do (Skills, Strategies, and Processes):

#### Applied Design

##### Understanding context

- Engage in a period of research and empathetic observation in order to understand
- opportunities/activities needed in the school and community

##### Defining

- Choose an issue or activity
- Identify potential users and relevant contextual factors
- Identify criteria for success, intended impact, and any constraints

##### Ideating

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Screen ideas against criteria and constraints
- Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures
- Choose an idea to pursue, keeping other potentially viable ideas open

##### Prototyping

- Identify and use sources of inspiration and information
- Develop a plan that includes key stages and resources
- Evaluate a variety of materials for effective use and potential for reuse
- Gather relevant information and formulate an action plan

##### Testing

- Identify sources of feedback
- Solicit feedback and ideas from community and adjust plan accordingly.
- Iterate the project/activity or abandon the design idea

##### Making

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for activity and carry it out, making changes as needed
- Use materials in ways that minimize waste

##### Sharing

- Decide on how and with whom to share their plan and processes
- Share their plan with potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology
- Critically evaluate the success of their project/activity and explain how their ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design ideas

##### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

## Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

## CONTENT

### Know (Topics and knowledge):

- opportunities for needs exploration and organization
- characteristics of leadership
- ways to add value to an existing idea or product
- differences between invention and innovation
- barriers that various groups of leaders face (e.g., social and cultural issues), and the factors that can contribute to their success
- life cycle of an idea from invention/innovation to the culmination of the event

## INSTRUCTION

### Activities, techniques, and strategies used to meet the diverse needs of Learners:

- Direct instructions
- Modeling
- Brainstorming
- Group work
- Indirect instruction
- Analysis of own and classmates project.

## ASSESSMENT

### Strategies and tools used to identify learning needs, measure competency acquisition and evaluate student progress:

This class runs outside the timeline there fore 40% of the grade is attendance and participation throughout the school year. Consistent effort and energy are required. 40% of the grade will be based on the student's project that will incorporate many of the learned techniques taught and discussed in earlier classes. Fulfilling 60 volunteered hours in the school or community will award 20% of the grade.

| Types of assessment | Category          | Details           | Weighted |
|---------------------|-------------------|-------------------|----------|
| Formative (20%)     | Application       | Monthly logs      | 20%      |
| Formative (40%)     | Group interaction | Daily teacher log | 40%      |
| Summative (40%)     | Final assessment  | Projects          | 40%      |

**LEARNING RESOURCES**

If Applicable:

Online resource for activity ideas and leadership concepts

**REVIEW AND APPROVAL**

Principal Name: Lori Marshall

Principal Signature: \_\_\_\_\_

Superintendent of Schools Name: Rollie Koop

Superintendent of Schools Signature: \_\_\_\_\_

Board Approval Date: 4/24/2018

Board Chair Name: Eve Flynn

Board Chair Signature: \_\_\_\_\_

SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

4/19/2018

|  | 2016/17           |                   |              |                   | 2017/18           |                   |               |
|--|-------------------|-------------------|--------------|-------------------|-------------------|-------------------|---------------|
|  | Amended Budget    | YTD Mar-17        | % of Budget  | Actual            | Amended Budget    | YTD Mar-18        | % of Budget   |
| <b>REVENUE</b>                         |                   |                   |              |                   |                   |                   |               |
| <b>PROVINCIAL GRANTS</b>               |                   |                   |              |                   |                   |                   |               |
| Operating Grant                        | 39,618,782        | 27,997,656        | 70.7%        | 39,877,164        | 40,270,810        | 28,636,923        | 71.1%         |
| Other MOE Grants-Admin/Transp funds    |                   |                   |              |                   | 623,604           |                   | 0.0%          |
| Other MOE Grants-Additional grant      |                   |                   |              |                   |                   |                   |               |
| Other MOE Grants-Ed Guarantee          |                   |                   | 0.0%         | 11,701            |                   |                   | 0.0%          |
| Other MOE Grants-Pay Equity            | 936,176           |                   | 0.0%         | 936,176           | 936,176           | 213,594           | 22.8%         |
| Other MOE Grants-Misc                  | 60,000            |                   | 0.0%         | 59,261            | 60,000            | 100,401           | 167.3%        |
| <b>TOTAL MINISTRY OF ED GRANTS</b>     | <b>40,614,958</b> | <b>27,997,656</b> | <b>68.9%</b> | <b>40,884,302</b> | <b>41,890,590</b> | <b>28,950,918</b> | <b>70.2%</b>  |
| <b>OTHER REVENUES</b>                  |                   |                   |              |                   |                   |                   |               |
| Other Provincial Revenues              | 101,450           | 89,234            | 88.0%        | 100,535           | 101,450           | 130,916           | 129.0%        |
| Offshore Tuition                       | 3,500,000         | 3,386,450         | 96.8%        | 3,607,652         | 3,900,000         | 3,878,876         | 99.5%         |
| Miscellaneous other                    | 135,000           | 171,041           | 126.7%       | 251,012           | 135,000           | 122,483           | 90.7%         |
| Rental and Leases                      | 450,000           | 476,097           | 105.8%       | 515,508           | 450,000           | 608,299           | 135.2%        |
| Investment Income                      | 125,000           | 93,620            | 74.9%        | 127,881           | 125,000           | 149,347           | 119.5%        |
| <b>TOTAL OTHER REVENUE</b>             | <b>4,311,450</b>  | <b>4,216,442</b>  | <b>97.8%</b> | <b>4,602,088</b>  | <b>4,711,450</b>  | <b>4,889,921</b>  | <b>103.8%</b> |
| <b>TOTAL REVENUES</b>                  | <b>44,926,408</b> | <b>32,214,098</b> | <b>71.7%</b> | <b>45,486,390</b> | <b>46,602,040</b> | <b>33,840,839</b> | <b>72.6%</b>  |
| <b>EXPENDITURES</b>                    |                   |                   |              |                   |                   |                   |               |
| <b>SALARIES AND BENEFITS</b>           |                   |                   |              |                   |                   |                   |               |
| Teachers                               | 17,667,238        | 12,407,478        | 70.2%        | 17,740,776        | 17,861,732        | 12,558,539        | 70.3%         |
| Principals and Vice Principals         | 2,599,983         | 1,928,102         | 74.2%        | 2,615,952         | 2,721,611         | 2,011,220         | 73.9%         |
| Educational Assistants                 | 3,228,237         | 2,133,783         | 66.1%        | 3,121,242         | 3,397,323         | 2,122,794         | 62.5%         |
| Support Staff                          | 4,448,981         | 3,010,862         | 67.7%        | 4,410,934         | 4,700,989         | 3,428,074         | 72.9%         |
| Other Professionals                    | 1,283,347         | 939,187           | 73.2%        | 1,335,329         | 1,396,784         | 1,054,133         | 75.5%         |
| Substitutes                            | 1,242,713         | 924,303           | 74.4%        | 1,340,769         | 1,393,576         | 1,029,907         | 73.9%         |
| Benefits                               | 8,152,811         | 5,632,149         | 69.1%        | 8,180,308         | 8,369,427         | 5,614,102         | 67.1%         |
| <b>TOTAL SALARIES AND BENEFITS</b>     | <b>38,623,310</b> | <b>26,975,864</b> | <b>69.8%</b> | <b>38,745,310</b> | <b>39,841,442</b> | <b>27,818,769</b> | <b>69.8%</b>  |
| Benefits as a % of Total Salaries      | 26.8%             |                   |              | 26.8%             | 26.6%             |                   |               |
| <b>SUPPLIES AND SERVICES</b>           |                   |                   |              |                   |                   |                   |               |
| Services                               | 2,595,558         | 1,747,447         | 67.3%        | 2,445,394         | 2,898,058         | 2,262,944         | 78.1%         |
| Training and Travel                    | 427,338           | 389,251           | 91.1%        | 607,738           | 472,338           | 392,560           | 83.1%         |
| Rental and Leases                      | 5,000             | 3,760             | 75.2%        | 4,146             | 5,000             | 3,069             | 61.4%         |
| Dues and Fees                          | 50,450            | 60,517            | 120.0%       | 70,483            | 50,450            | 54,759            | 108.5%        |
| Insurance                              | 174,000           | 139,758           | 80.3%        | 155,642           | 174,000           | 122,704           | 70.5%         |
| Supplies                               | 1,690,702         | 1,098,406         | 65.0%        | 1,712,523         | 1,800,702         | 1,124,814         | 62.5%         |
| Utilities                              | 991,500           | 657,796           | 66.3%        | 959,881           | 991,500           | 664,618           | 67.0%         |
| Capital Equipment                      | 368,550           | 242,812           | 65.9%        | 323,436           | 368,550           | 254,689           | 69.1%         |
| <b>TOTAL SUPPLIES AND SERVICES</b>     | <b>6,303,098</b>  | <b>4,339,747</b>  | <b>68.9%</b> | <b>6,279,243</b>  | <b>6,760,598</b>  | <b>4,880,157</b>  | <b>72.2%</b>  |
| <b>TOTAL EXPENDITURES</b>              | <b>44,926,408</b> | <b>31,315,611</b> | <b>69.7%</b> | <b>45,024,553</b> | <b>46,602,040</b> | <b>32,698,926</b> | <b>70.2%</b>  |
| <b>NET REVENUE (EXPENDITURE)</b>       | <b>0</b>          | <b>898,487</b>    |              | <b>461,837</b>    | <b>0</b>          | <b>1,141,913</b>  |               |
| Budgeted Use of Surplus                | 0                 |                   |              |                   | 0                 | 0                 |               |
| <b>Surplus (Deficit), for the Year</b> | <b>0</b>          | <b>898,487</b>    |              | <b>461,837</b>    | <b>0</b>          | <b>1,141,913</b>  |               |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

4/19/2018

|  | 2016/17           |                   |              |                   | 2017/18           |                   |              |
|--|-------------------|-------------------|--------------|-------------------|-------------------|-------------------|--------------|
|  | Amended Budget    | YTD Mar-17        | % of Budget  | Actual            | Amended Budget    | YTD Mar-18        | % of Budget  |
| <b><u>INSTRUCTION</u></b>                |                   |                   |              |                   |                   |                   |              |
| Regular Instruction                      | 20,747,721        | 14,674,003        | 70.7%        | 20,901,771        | 21,024,264        | 14,914,451        | 70.9%        |
| Career Programs                          | 699,771           | 558,608           | 79.8%        | 746,153           | 733,108           | 560,601           | 76.5%        |
| Library Services                         | 822,040           | 543,289           | 66.1%        | 825,859           | 809,678           | 552,861           | 68.3%        |
| Counselling                              | 571,649           | 484,441           | 84.7%        | 574,022           | 986,822           | 692,321           | 70.2%        |
| Special Education                        | 6,802,967         | 4,518,474         | 66.4%        | 6,769,696         | 6,897,994         | 4,377,686         | 63.5%        |
| English as a Second Language             | 174,838           | 49,776            | 28.5%        | 175,534           | 73,087            | 53,330            | 73.0%        |
| Aboriginal Education                     | 538,466           | 345,989           | 64.3%        | 535,360           | 579,590           | 385,907           | 66.6%        |
| School Administration                    | 3,340,238         | 2,522,142         | 75.5%        | 3,354,702         | 3,407,391         | 2,564,105         | 75.3%        |
| Continuing Education                     | 27,076            | 18,342            | 67.7%        | 27,183            | 0                 | 0                 | 0.0%         |
| Off Shore Students                       | 2,651,699         | 1,725,473         | 65.1%        | 2,736,105         | 2,992,230         | 2,077,911         | 69.4%        |
| Other                                    | 41,738            | 30,848            | 73.9%        | 44,044            | 41,855            | 31,513            | 75.3%        |
| Function 1 - Instruction                 | <b>36,418,203</b> | <b>25,471,385</b> | <b>69.9%</b> | <b>36,690,429</b> | <b>37,546,019</b> | <b>26,210,686</b> | <b>69.8%</b> |
| <b><u>DISTRICT ADMINISTRATION</u></b>    |                   |                   |              |                   |                   |                   |              |
| Educational Administration               | 499,484           | 347,100           | 69.5%        | 492,203           | 520,015           | 383,359           | 73.7%        |
| School District Governance               | 178,868           | 126,453           | 70.7%        | 174,920           | 179,706           | 133,144           | 74.1%        |
| Business Administration                  | 1,159,404         | 825,199           | 71.2%        | 1,107,334         | 1,198,037         | 887,568           | 74.1%        |
| Function 4 - District Administration     | <b>1,837,756</b>  | <b>1,298,752</b>  | <b>70.7%</b> | <b>1,774,457</b>  | <b>1,897,758</b>  | <b>1,404,071</b>  | <b>74.0%</b> |
| <b><u>OPERATIONS AND MAINTENANCE</u></b> |                   |                   |              |                   |                   |                   |              |
| Operations and Maintenance Admin         | 481,592           | 428,448           | 89.0%        | 551,168           | 511,531           | 430,463           | 84.2%        |
| Maintenance Operations                   | 2,804,855         | 2,025,317         | 72.2%        | 2,931,780         | 3,142,488         | 2,347,095         | 74.7%        |
| Maintenance of Grounds                   | 217,551           | 162,329           | 74.6%        | 196,498           | 286,163           | 196,645           | 68.7%        |
| Utilities                                | 1,141,500         | 657,796           | 57.6%        | 959,881           | 1,141,500         | 766,334           | 67.1%        |
| Capital Equipment                        | 368,550           | 242,812           | 65.9%        | 323,436           | 368,550           | 254,689           | 69.1%        |
| Function 5 - Operations and Maint        | <b>5,014,048</b>  | <b>3,516,702</b>  | <b>70.1%</b> | <b>4,962,763</b>  | <b>5,450,232</b>  | <b>3,995,226</b>  | <b>73.3%</b> |
| <b><u>TRANSPORTATION AND HOUSING</u></b> |                   |                   |              |                   |                   |                   |              |
| Transportation and Housing Admin         | 148,804           | 53,011            | 35.6%        | 139,288           | 152,746           | 73,057            | 47.8%        |
| Student Transportation                   | 1,483,597         | 967,361           | 65.2%        | 1,443,616         | 1,531,285         | 1,007,836         | 65.8%        |
| Housing                                  | 24,000            | 8,400             | 35.0%        | 14,000            | 24,000            | 8,050             | 33.5%        |
| Function 7 - Transportation and Housing  | <b>1,656,401</b>  | <b>1,028,772</b>  | <b>62.1%</b> | <b>1,596,904</b>  | <b>1,708,031</b>  | <b>1,088,943</b>  | <b>63.8%</b> |
| TOTAL FUNCTION 1-7                       | <b>44,926,408</b> | <b>31,315,611</b> | <b>69.7%</b> | <b>45,024,553</b> | <b>46,602,040</b> | <b>32,698,926</b> | <b>70.2%</b> |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
 - Financial summary -

4/19/2018

|   | 2016/17          |                  |              |                  | 2017/18          |                  |              |
|---|------------------|------------------|--------------|------------------|------------------|------------------|--------------|
|   | Amended Budget   | YTD Mar-17       | % of Budget  | Actual           | Amended Budget   | YTD Mar-18       | % of Budget  |
| <b>Special Purpose Fund (SPF) Budget</b>    |                  |                  |              |                  |                  |                  |              |
| Annual Facility Grant                       | 216,315          | 216,315          | 100.0%       | 216,315          | 199,346          | 199,346          | 100.0%       |
| Learning Improvement Fund                   | 788,994          | 550,245          | 69.7%        | 788,994          | 160,097          | 45,919           | 28.7%        |
| Priority Measures Fund/Local Capital        | 396,646          | 90,111           | 22.7%        | 396,646          | 0                | 0                | 0.0%         |
| Classroom Enhancement Fund (incl. overhead) |                  |                  |              |                  | 3,211,188        | 1,704,811        | 53.1%        |
| School Generated Funds                      | 1,300,000        |                  | 0.0%         | 1,300,000        | 1,500,000        |                  | 0.0%         |
| Strong Start                                | 96,000           | 53,453           | 55.7%        | 96,000           | 96,000           | 65,265           | 68.0%        |
| Ready, Set, Learn                           | 19,600           | 5,178            | 26.4%        | 19,600           | 19,600           | 7,503            | 38.3%        |
| French Funds                                | 101,323          | 69,948           | 69.0%        | 101,323          | 101,323          | 85,583           | 84.5%        |
| Community Link                              | 364,874          | 189,644          | 52.0%        | 364,874          | 368,340          | 170,318          | 46.2%        |
| <b>Special Purpose Funds-Total Expense</b>  | <b>3,283,752</b> | <b>1,174,894</b> |              | <b>3,283,752</b> | <b>5,655,894</b> | <b>2,278,745</b> |              |
| <b>Bylaw Capital</b>                        |                  |                  |              |                  |                  |                  |              |
| AFG   | 755,111          | 732,470          | 97.0%        | 755,111          | 738,142          | 639,116          | 86.6%        |
| Boiler-Nanoose                              | 144,000          | 144,000          | 100.0%       | 144,000          |                  |                  |              |
| Boiler-Bowser                               | 143,000          | 143,000          | 100.0%       | 143,000          |                  |                  |              |
| Boiler                                      | 105,869          | 105,869          | 100.0%       | 105,869          |                  |                  |              |
| SEP   | 320,000          | 320,000          | 100.0%       | 320,000          | 709,235          | 660,039          | 93.1%        |
| Bus   | 129,855          | 129,855          | 100.0%       | 129,855          | 571,873          | 571,873          | 100.0%       |
| Classroom Space                             |                  |                  |              |                  | 120,000          | 60,748           | 50.6%        |
|   | <b>1,597,835</b> | <b>1,575,194</b> | <b>98.6%</b> | <b>1,597,835</b> | <b>2,139,250</b> | <b>1,931,776</b> | <b>90.3%</b> |

SCHOOL DISTRICT NO. 69 (QUALICUM)

4/19/2018

- Financial summary -

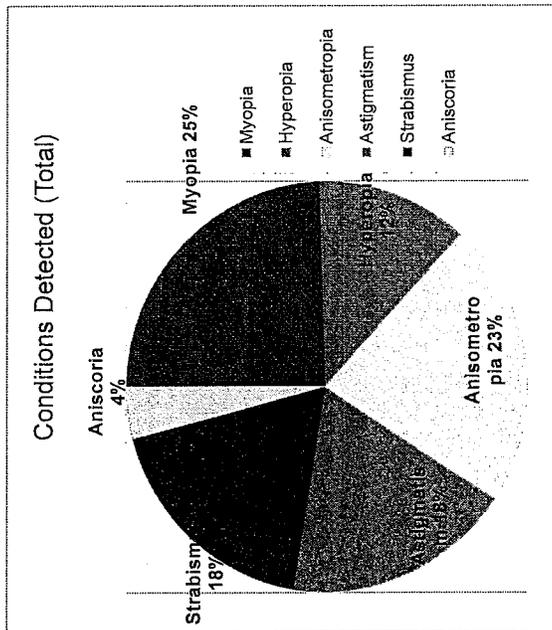
|                                      | 2016/17        |            |             |           | 2017/18        |              |             |
|--------------------------------------|----------------|------------|-------------|-----------|----------------|--------------|-------------|
|                                      | Amended Budget | YTD Mar-17 | % of Budget | Actual    | Amended Budget | YTD Mar-18   | % of Budget |
| <u>International Student Program</u> |                |            |             |           |                |              |             |
| Tuition Fees                         | 1,950,000      | 1,989,823  | 102.0%      | 2,091,593 | 2,050,000      | 2,243,663    | 109.4%      |
| Homestay/Boarding                    | 1,100,000      | 1,075,166  | 97.7%       | 1,113,076 | 1,400,000      | 1,331,933    | 95.1%       |
| Administration fees                  | 100,000        | 72,470     | 72.5%       | 74,364    | 100,000        | 76,096       | 76.1%       |
| Other                                |                |            |             | 24        |                | 21,097       |             |
| Activities                           |                | 55,702     |             | 64,999    |                | 50,540       |             |
| Short Term programs                  | 200,000        | 126,039    | 63.0%       | 135,789   | 200,000        | 97,176       | 48.6%       |
| Summer programs                      | 150,000        | 67,250     | 44.8%       | 127,810   | 150,000        | 78,060       | 52.0%       |
| Total Revenues                       | 3,500,000      | 3,386,450  |             | 3,607,655 | 3,900,000      | 3,898,565    |             |
| Boarding Allowance                   | 1,130,000      | 802,798    | 71.0%       | 1,139,452 | 1,390,000      | 940,863      | 67.7%       |
| Medical Services                     | 50,000         | 62,628     | 125.3%      | 65,979    | 46,500         | 71,187       | 153.1%      |
| Wages/Benefits                       | 778,498        | 418,400    | 53.7%       | 827,803   | 752,230        | 537,720      | 71.5%       |
| Recruiting                           | 286,200        | 252,958    | 88.4%       | 350,952   | 308,500        | 239,059      | 77.5%       |
| Program                              | 90,000         | 42,660     | 47.4%       | 83,007    | 95,000         | 57,320       | 60.3%       |
| Equipment Replacement                | 2,000          | 1,593      | 79.7%       | 1,593     | 2,000          | 134,920      |             |
| Activities                           | -              | 22,656     |             | 65,604    | -              | 35,911       |             |
| Short Term programs                  | -              | 25,329     |             | 54,994    | -              | 26,455       |             |
| Summer programs                      | -              | 42,943     |             | 42,943    | 85,000         | 8,035        | 9.5%        |
| District/School Supplies             | 315,000        | 253,508    | 80.5%       | 303,790   | 313,000        | 234,120      | 74.8%       |
| Total Expenses                       | 2,651,698      | 1,925,473  | 72.6%       | 2,936,117 | 2,992,230      | 2,285,590    | 76.4%       |
| Net revenue                          | 848,302        | 1,460,977  |             | 671,538   | 907,770        | 1,612,975    |             |
| <u>Rentals</u>                       |                |            |             |           |                |              |             |
|                                      |                |            |             |           |                | YTD          |             |
| Family Place                         | 200,000        |            |             | 207,578   | 200,000        | 207,578      |             |
| Qualicum Commons                     | 150,000        |            |             | 159,268   | 150,000        | 170,448      |             |
| Craig Street Commons                 | 30,000         |            |             | 67,034    | 30,000         | 98,572       |             |
| French Creek School                  | 0              |            |             | 0         | 0              | 49,555       |             |
| Other                                | 70,000         |            |             | 81,628    | 70,000         | 82,146       |             |
|                                      | 450,000        |            |             | 515,508   | 450,000        | 608,299      |             |
|                                      |                |            |             |           |                | 17/18 (proj) |             |
| Custodial                            | 150,000        |            |             | 149,275   | 175,000        | 168,631      |             |
| Utilities                            | 150,000        |            |             | 143,078   | 170,000        | 165,665      |             |
| Insurance                            | 35,000         |            |             | 33,000    | 45,000         | 33,000       |             |
| Capital improvements                 | 60,000         |            |             | 60,000    | 60,000         | 60,000       |             |
|                                      | 395,000        |            |             | 385,353   | 450,000        | 427,296      |             |
|                                      | 55,000         |            |             | 130,155   | 0              | 181,003      |             |

SPOT® Screening Data (2017-2018)  
 18.04.24 Lions SPOT Vision Scanning Results

| School              | Date<br>YYYY/mm/dd | Grade | Screened   | Referred  | %         | Myopia              |                    | Hyperopia        |                   | Anisometropia        |                          | Astigmatism | Strabismus | %          | Anisocoria | %         | Total     | Gr 4       | Gr 7       |
|---------------------|--------------------|-------|------------|-----------|-----------|---------------------|--------------------|------------------|-------------------|----------------------|--------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|
|                     |                    |       |            |           |           | Near<br>Sightedness | Far<br>Sightedness | Refractive Power | Blurred<br>Vision | Gaze (Eye)<br>N.T.A. | Pupil Size<br>Deviations |             |            |            |            |           |           |            |            |
| Arrowview Elem.     | 2018/              | 4     | 39         | 3         | 8%        |                     |                    |                  |                   | 1                    | 20%                      | 2           | 2          | 40%        |            |           | 5         | 39         |            |
| Bowser Elem         | 2018/              | 7     | 26         | 2         | 8%        |                     | 1                  | 1                | 33%               | 1                    | 33%                      |             | 1          | 33%        |            |           | 3         | 26         |            |
|                     | 2018/              | 4     | 22         | 1         | 5%        |                     | 1                  | 1                | 50%               | 1                    | 50%                      |             |            |            |            |           | 2         | 22         |            |
|                     | 2018/              | 7     | 16         | 1         | 6%        |                     |                    |                  |                   |                      | 100%                     | 1           |            |            |            |           | 1         | 16         |            |
| Erington Elem       | 2018/              | 4     | 44         | 3         | 7%        |                     | 2                  | 1                | 17%               | 1                    | 17%                      | 1           | 1          | 17%        |            |           | 6         | 44         |            |
|                     | 2018/              | 7     | 36         | 2         | 6%        |                     | 1                  |                  | 33%               | 1                    | 33%                      |             | 1          |            |            |           | 3         | 36         |            |
| False Bay Elem      | 2018/              | 4     | 13         | 0         | 0%        |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 13         |            |
|                     | 2018/              | 7     | 4          | 1         | 25%       |                     |                    |                  |                   |                      | 100%                     | 1           |            |            |            |           | 1         | 4          |            |
| Nanoose Bay Elem    | 2018/              | 4     | 26         | 0         | 0%        |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 26         |            |
|                     | 2018/              | 7     | 34         | 3         | 9%        |                     | 1                  | 1                | 20%               | 2                    | 40%                      | 1           |            |            |            |           | 5         | 34         |            |
| Oceanside Elem      | 2018/              | 4     | 26         | 0         | 0%        |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 26         |            |
|                     | 2018/              | 7     | 39         | 2         | 5%        |                     | 1                  | 1                | 25%               | 1                    | 25%                      | 1           |            |            |            |           | 4         | 39         |            |
| PASSWoodwinds       | 2018/              | 4     | 0          | 0         | #DIV/0!   |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 0          |            |
|                     | 2018/              | 7     | 0          | 0         | #DIV/0!   |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 0          |            |
| Qualicum Beach Comm | 2018/              | 4     | 1          | 1         | 100%      |                     |                    |                  |                   |                      |                          |             | 1          | 100%       |            |           | 1         | 1          |            |
|                     | 2018/              | 7     | 7          | 0         | 0%        |                     |                    |                  |                   |                      |                          |             |            |            |            |           | 0         | 7          |            |
| Qualicum Beach Elem | 2018/              | 4     | 48         | 3         | 6%        |                     | 1                  |                  | 25%               | 2                    | 50%                      |             |            |            | 1          | 25%       | 4         | 48         |            |
|                     | 2018/              | 7     | 50         | 3         | 6%        |                     | 1                  |                  | 100%              |                      |                          | 2           | 3          | 60%        |            |           | 5         | 50         |            |
| Sprinwood Elem      | 2018/              | 4     | 47         | 1         | 2%        |                     | 1                  |                  |                   | 1                    | 13%                      |             |            |            |            |           | 1         | 47         |            |
|                     | 2018/              | 7     | 55         | 7         | 13%       |                     | 5                  | 1                | 63%               | 1                    | 13%                      |             |            |            | 1          | 13%       | 8         | 55         |            |
| <b>Total</b>        |                    |       | <b>533</b> | <b>33</b> | <b>6%</b> |                     | <b>12</b>          | <b>6</b>         | <b>24%</b>        | <b>11</b>            | <b>22%</b>               | <b>9</b>    | <b>9</b>   | <b>18%</b> | <b>2</b>   | <b>4%</b> | <b>49</b> | <b>266</b> | <b>267</b> |

SPOT® Screening Data (2017-2018)  
 18.04.24 Lions SPOT Vision Scanning Results

| 2017-18      |            |           |              |
|--------------|------------|-----------|--------------|
| Grade        | Screened   | Referred  | %age         |
|              | 4          | 12        | 4.50%        |
|              | 7          | 21        | 7.86%        |
| <b>Total</b> | <b>533</b> | <b>33</b> | <b>6.19%</b> |





**PURPOSE**

A bylaw to provide for the various procedures and conduct of meetings.

**I. INAUGURAL MEETINGS**

1. The Inaugural Meeting of the Board of Education, in each year following Trustee Elections, shall be held on the first ~~Tuesday~~ **Monday** after the first ~~Monday~~ after ~~December~~ **November 1**.
2. The Chairperson of the Inaugural Meeting shall be the Secretary Treasurer until such time as the Chairperson of the Board has been elected.
3. Election of the Chairperson shall be in accordance with the procedures outlined in Section II.
4. The interim Chairperson shall announce the results of the trustee elections prior to the swearing-in ceremonies.
5. The Swearing of Oaths and the taking of Declarations shall be done by the Secretary Treasurer, or by a Judge of a Court of Record or by a Justice.
6. The interim Chairperson shall call for nominations for Chairperson of the Board by ballot and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, the person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present.
7. Following the election of the Chairperson of the Board the order of business shall be:
  - a. Election of a Vice Chairperson of the Board
  - b. Motion to destroy the nomination and election ballots
  - c. Passage of Banking Resolutions
  - d. Discussion of Committee and Representative Appointments
8. The election of Vice Chairperson shall follow the same procedure as that for the Chairperson.

**II. ANNUAL ELECTION OF CHAIRPERSON & VICE CHAIRPERSON OF THE BOARD (non-election years)**

1. The Chairperson and the Vice Chairperson shall be elected for a term of one year commencing September 1<sup>st</sup> of each year, except in election years.

The election shall be held at the Regular Board Meeting held in August of each year, except in election years. In an election year, the Chairperson and Vice Chairperson terms will extend up to the trustee elections.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD BYLAW 2

### BOARD STRUCTURE

(Page 2 of 3)

2. Until the Board Chairperson is elected, the Interim Chairperson of the meeting shall be the Secretary Treasurer.
3. The interim Chairperson shall call for nominations by ballot for Chairperson of the Board and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, that person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present.
4. Following the election of Chairperson of the Board, the order of business shall be:
  - a. Election of Vice Chairperson of the Board;
  - b. Passage of Banking Resolutions.
  - c. Discussion of Committee and Representative Appointments.
5. The election of the Vice Chairperson of the Board shall follow the same procedure as that for the Chairperson of the Board.

Reference: Section 67 of the *School Act*

### III. APPOINTMENT OF TRUSTEE REPRESENTATIVES

The Chairperson of the Board of Education shall annually appoint Trustee Representatives to External and District Internal Committees.

Trustee representation and participation on committees shall be approved by the Board of Education.

### IV. TRUSTEE REMUNERATION

1. Trustee Remuneration will be established as follows:
  - In the first year of the term the remuneration will be the previous year's Provincial Average Trustee Remuneration as established by BCSTA
  - In all subsequent years of a term, the remuneration will be increased by the Consumer Price Index of the previous calendar year.
2. Each Trustee shall receive an annual remuneration of which two-thirds is paid as remuneration and one-third is paid as an expense allowance. The remuneration and expense allowance shall be paid on a monthly basis.
3. The Chairperson shall receive an additional 20% of the base Trustee Remuneration. The Vice-Chairperson will receive an additional 10% of the base Trustee Remuneration.
4. Each Board, during budget deliberations in the fourth year of its term, shall review the Trustees' Remuneration and make any adjustments the Board deems appropriate.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD BYLAW 2

BOARD STRUCTURE

(Page 3 of 3)

V. CHAIRPERSON AND PRESIDING OFFICERS

1. The Chairperson shall preside at all meetings of the Board, shall perform all duties imposed by the statutes and shall perform such other duties as may be prescribed by law or by action of the Ministry of Education.
2. The Vice Chairperson shall have the powers and duties of the Chairperson, in the Chairperson's absence or during the Chairperson's disability, and such other powers and duties as the Board may from time to time determine.
3. In the event that neither the Chairperson nor the Vice Chairperson is able or willing to take the Chair the presiding officer shall be such person as the Board may elect for that meeting.
4. The presiding officer shall rule on all points of order and shall state reasons and the authority for ruling when making a ruling.

A Board member shall have the right to appeal the presiding officer's ruling.

An appeal may only be requested immediately after a ruling and before resumption of business.

VII. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board Structure Bylaw No. 2."

Read a first time this 13<sup>th</sup> day of March, 2018.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

Read a third and final time, passed and adopted this \_\_\_\_ day of \_\_\_\_\_ 2018.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

\_\_\_\_\_  
SECRETARY TREASURER



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 4006

#### ACCUMULATED OPERATING SURPLUS

Page 1 of 1

#### **Purpose**

Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years. Conversely, when operating expenditures from all previous years exceeds operating revenues from all previous years an accumulated operating deficit results. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures. School Districts in BC are not permitted to budget for or incur expenditures that result in an accumulated operating deficit.

Accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

#### **Policy**

The Board of Education of School District 69 (Qualicum) is responsible for ensuring the district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact the education of students. To discharge this responsibility, the Board will establish a restricted portion of its accumulated operating surplus and/or its annual operating budget as a Contingency Reserve to be used to mitigate any negative impact such circumstances might cause. If possible, the targeted amount of Contingency Reserve will be up to 2.5% of total operating budget for that year.

#### **References:**

- *Administrative Procedure: Accumulated Operating Surplus*

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE**

**ACCUMULATED OPERATING SURPLUS**

Page 1 of 2

**Purpose**

The Accumulated Operating Surplus will be comprised of the following three components:

- Contingency Reserve
  - Appropriated Operating Surplus
  - Unrestricted Operating Surplus
1. In conjunction with the Board of Education's review and approval of the annual financial statements, the Board of Education will restrict a portion of accumulated operating surplus for the purpose of forming a Contingency Reserve.
  2. The Contingency Reserve will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
  3. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation of accumulated operating surplus.
  4. The balance of the accumulated operating surplus will be held as unrestricted operating surplus.
  5. The Contingency Reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board of Education's approval, in response to unforeseen circumstances.
  6. Examples for use of the Contingency Reserve may include
    - a. Elimination of any deficit arising at the end of the fiscal year
    - b. Incurring of new cost pressures in a fiscal year that were not known at the time of budget development
    - c. Settlement of legal action that is not covered by the School Protection Program
    - d. Initial one-time cost outlays for new educational programs
    - e. Coverage for disaster recovery expenditures
    - f. Extraordinary unknown utilities cost pressures
    - g. To appropriate to balance the next year's budget
  7. When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

ACCUMULATED OPERATING SURPLUS

Page 2 of 2

**Process**

1. In conjunction with the Board of Education's review and approval of the financial statements, the Secretary Treasurer will present for the Board of Education's review and approval the internal restriction of accumulated operating surplus for:
  - a. Contingency Reserve; and,
  - b. Multi-year funding of projects and programs.
2. Prior to adoption of each annual budget and amended budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of Contingency Reserve, and when applicable, strategies for replenishing the Contingency Reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures.

**References:**

- *Board Policy 4006: Accumulated Operating Surplus*

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 1<sup>st</sup> each school year the last Friday in March prior to Spring Break.
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 designate, the decisions as to whether space 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 30<sup>th</sup> 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 30<sup>th</sup> 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 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

Page 2 of 2

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 Board 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*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

DISTRICT BOARD OF EDUCATION SCHOLARSHIPS

Page 1 of 1

**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, District staff will set aside not less than \$5,000 annually to be granted as ~~District 69~~ Board of Education scholarships to be distributed among the District's three secondary schools and Distributed Learning Program.

~~District~~ Board of Education 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; and,
- are well-rounded individuals.

**Process**

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

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

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

~~District~~ Board of Education Scholarships will be awarded at each school's Commencement Ceremony.



# SCHOOL DISTRICT No.69 (QUALICUM)

100 Jensen Avenue East

P.O. Box 430, Parksville, B.C. V9P 2G5

Phone (250) 248-4241 Fax (250) 248-5767

## APPLICATION FOR BOARDING SUBSIDY

|                |    |   |  |
|----------------|----|---|--|
| APPLICANT INFO | 1. | Applicant's name:   |  |
|                | 2. | Relationship to student(s):                                       |  |
|                | 3. | Street address or legal description of family home on the island: |  |
|                | 4. | Applicant's mailing address:                                      |  |
|                | 5. | Telephone # & Email address:                                      |  |
|                | 6. | Comments (if any)   |  |

|               |    |   |  |
|---------------|----|---|--|
| BOARDING INFO | 1. | Person with whom student(s) will be boarding:                                 |  |
|               | 2. | Relationship to student(s):   |  |
|               | 3. | Street address of boarding home:<br>(House number, Street, Town, Postal Code) |  |
|               | 4. | Mailing address (if different):   |  |
|               | 5. | Telephone #:  |  |
|               | 6. | Boarding commencement date:   |  |

| STUDENT | STUDENT'S NAME | AGE | GRADE | NAME OF SCHOOL |
|---------|----------------|-----|-------|----------------|
|         | 1.             |     |       |                |
| 2.      |                |     |       |                |

I hereby apply for SD69 Boarding Subsidy and:

- I declare that the above noted student(s) meet the criteria listed on Administrative Procedure - Boarding Subsidy.
- I am aware that payment shall be dependent upon the student's regular school attendance and demonstrated commitment to learning and success.
- I assign all approved boarding subsidy payments directly to the person providing the boarding/lodging (as listed above).

APPLICANT'S SIGNATURE \_\_\_\_\_

DATE SIGNED: \_\_\_\_\_  
(Day/Month/Year)

**OFFICE USE ONLY**

Copy to A/P: \_\_\_\_\_ Approved by: \_\_\_\_\_

Approval/denial letter sent: \_\_\_\_\_ Monthly Rate: \_\_\_\_\_ Date: \_\_\_\_\_



## SCHOOL DISTRICT No.69 (QUALICUM)

### MONTHLY BOARDING SUBSIDY REPORT

Boarding Subsidy payment is dependent upon the student's regular school attendance and demonstrated commitment to learning and success.

Verification that Boarding Subsidy eligibility requirements have or have not been met during:

**MONTH:** \_\_\_\_\_

**YEAR:** \_\_\_\_\_

\_\_\_\_\_  
(student's name)

\_\_\_\_\_  
(enrolling school)

- 1) Regular attendance requirement has been met:  YES  NO
- 2) Commitment to learning and success requirement has been met:  YES  NO

\_\_\_\_\_  
(Principal's signature)

Payment approved by:

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Secretary-Treasurer)

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 1 of 4

#### PURPOSE

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

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

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

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

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

#### WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

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

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

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

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 2 of 4

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

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

#### WHAT IS THE DISTRICT DOING ABOUT IT?

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

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

#### WHAT CAN YOU DO TO HELP?

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

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 3 of 4

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

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

#### WHAT CAN THE PRINCIPAL/VICE PRINCIPAL/MANAGER DO?

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

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

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 4 of 4

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

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

#### References:

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

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SECTION 177 – EXCLUSION ORDER

Page 1 of 2

#### **Purpose**

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the principal or other school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the principal or administrator. It also enables the principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the *School Act*, he or she commits an offence. The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff. Section 177 may be used, for example, to prevent a stranger who presents a threat to student safety from accessing school property. However, there may also be circumstances where persons associated with the school, such as parents, employees, or volunteers, are denied access to school property under section 177. It is important to note that this section is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The Board of Education is responsible for establishing and communicating procedures for application of section 177 of the ***School Act*** within School District 69.

#### **Guidelines**

Section 177 exclusion orders may be issued in circumstances where a person of authority with the school district determines that a person's actions:

- Pose a risk to the safety of students, staff or others in the school community
- Present significant and ongoing disruption to the educational programs offered by the school

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the ***School Act*** within School District 69 are:

- Superintendent
- Assistant Superintendent
- Directors or Managers
- Principals and Vice-Principals

#### **Procedures to be followed when a person is excluded from school property under the terms of section 177 of the *School Act*:**

1. Where practicable, seek approval of the Superintendent or Assistant Superintendent prior to issuing a section 177 exclusion order.
2. If necessary, call for assistance from the RCMP if the person refuses to leave the grounds or premises after being directed to do so or if there is reason to be concerned about a threat from the individual.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SECTION 177 – EXCLUSION ORDER

Page 2 of 2

3. Report the incident to the Superintendent or Assistant Superintendent.
4. Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (A template letter for use by authorized staff is available on the District Sharepoint site).
5. **Prepare a report on the incident/s, including the following information at a minimum:**
  - Name of school
  - Date, time, and location of incident or incidents
  - Description of incident or incidents (i.e. what happened, who was involved, etc.)
  - Name (and contact information, when possible) of person excluded under section 177
  - Name of principal or other authorized staff member who directed the person to leave school property
  - Length of exclusion
  - Date for review of decision to exclude
  - Means of delivering the exclusion order letter
  - RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
  - Name of person completing document
6. Submit a copy of this report to the Administrative Assistant to the Superintendent.
7. File a ***Schools Protection Program*** incident report.

#### **Process for appealing an exclusion order issued under the terms of section 177 of the *School Act*:**

1. An individual who receives an exclusion order may appeal that decision through the process outlined in ***Board Policy 6240 - Resolution of Concerns***. Such an appeal would begin at Step 3 – School District Review.
2. The School District is subject to the ***Freedom of Information and Protection of Privacy Act***. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at [www.sd69.bc.ca](http://www.sd69.bc.ca).

#### **References:**

- *School Act: Section 177*
- *Board Policy 6240: Resolution of Complaints*
- *Board Bylaw 5: Board Appeals*



**POLICY**

The Board of Education believes that each school building should have adequate space provided for a medical room to be used solely for health purposes.

**REGULATIONS**

1. Medical rooms in school buildings will not be used for storage of other than medical items.
2. The full area provided will be free and available at all times for medical use.



**POLICY**

The Board of Education shall require all school board employees to have skin tests, x-rays and immunization procedures as may be recommended by the School Medical Health Officer.

Employees objecting to the requirements set out in this policy, may have their objections reviewed by obtaining a letter from their personal physician stating that specific tests or immunization procedures would be detrimental to their health or well being.

RESERVED



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 8003

#### H.I.V. (Commonly known as AIDS VIRUS)

Page 1 of 5

This Policy and its attendant Administrative Procedures to be reviewed by the Board of Education of School District No. 69 (Qualicum) as substantiated medical information becomes available.

#### **POLICY**

The Board of Education recognizes that a pupil infected with the H.I.V. (commonly known as AIDS Virus) has the right to receive an education in the public school system and that an employee infected with the H.I.V. has the right to continue his/her employment with the school district.

The Board of Education also recognizes that it has a responsibility to assure that the public school provides a safe environment for all its pupils, employees and visitors.

Further, the Board of Education acknowledges that pupils and employees have the right to confidentiality in all health matters related to the H.I.V. infection.

Therefore, any pupil infected with the H.I.V. will receive his/her public education in the normal school setting unless attendance at school is deemed medically inadvisable by the Medical Health Officer. Any employee infected with the H.I.V. will retain his/her normal position unless it is deemed medically inadvisable by the Medical Health Officer. The Board of Education will offer counseling assistance and support to any staff member infected with the H.I.V.

Pupils, employees and volunteers will receive appropriate training and education about H.I.V. and its transmission including necessary precautions to be taken when handling body fluids.

The Board of Education's knowledge of any employee or pupil infected with the H.I.V. will be confined to those persons with a direct need to know.

#### **REGULATIONS**

##### **1. Students with H.I.V. (commonly known as AIDS Virus)**

- a. A student infected with H.I.V. shall **not** be excluded from school unless the attending physician and the District Medical Health Officer advise otherwise in writing.
- b. Each student shall be assessed on an individual basis by the attending physician and the District Medical Health Officer, taking into account the student's psychological as well as physical health status.
- c. The student should be closely monitored, on a regular basis, by the parents and the attending physician. Any consideration of removing the student from school should be discussed with the student's physician, the District Medical Health Officer and school officials. The psychological benefits of maintaining the student at school, as his/her health status permits, should be considered.
- d. An uninfected student who has a family member infected with the H.I.V. shall not be excluded from school.



**2. Alternative education services**

- a. Alternative instruction may include a variety of arrangements ranging from special instruction within the school setting to home tutoring.
- b. Decisions regarding alternative instruction shall be made on a case-by-case basis.
- c. Alternative instruction for students with the H.I.V. should be provided by teachers who agree to provide their services.

**3. Confidentiality**

- a. The confidential nature of the student's infection with H.I.V. shall be maintained at all times. Dissemination of any information shall be restricted to those who "need-to-know".
- b. School officials shall not be informed by the District Medical Health Officer of the identity of a student infected with the H.I.V. until such time as the student's health status indicates consideration of alternative educational arrangements.
- c. If the District Medical Health Officer decides to inform school officials, a meeting of the school superintendent, principal, the student's teacher(s), the District Medical Health Officer and the student's parents shall be mandatory to ensure that everyone involved understands the situation and the implications of any action which may be taken.

**Employees with H.I.V. (commonly known as AIDS virus)**

**4. Employment**

- a. An employee infected with the H.I.V. shall not be excluded from his/her employment unless the attending physician and the District Medical Health Officer advise otherwise in writing.
- b. Each employee infected with the H.I.V. shall be assessed on an individual basis by the attending physician and the District Medical Health Officer, taking into account the employee's psychological as well as health status.
- c. Where the physical condition or behaviour of any employee infected with the H.I.V. poses a health risk because of their H.I.V. condition, that person may be excluded from his/her employment only after recommendation by the District Medical Health Officer and the attending physician and in accordance with his/her right to sick leave under his/her collective agreement.
- d. An uninfected employee who has a family member infected with the H.I.V. shall have the right to continue his/her employment.



**5. Confidentiality**

- a. The confidential nature of any school personnel infected with the H.I.V. shall be maintained at all times. Dissemination of any information shall be restricted to those who "need-to-know".
- b. School officials shall not be informed by the District Medical Health Officer of a school employee infected with the H.I.V. unless the employee's health status indicates consideration of alternative arrangements.
- c. If the District Medical Health Officer decides to inform officials, a meeting of the school superintendent, principal, the District Medical Health Officer and the employee shall be mandatory to ensure that everyone involved understands the situation and the implications of any action which may be taken.
- d. An employee infected with the H.I.V. is encouraged to seek counselling, request alternative duties as necessary and additional support from a designated district administrator.

**6. Education Programs**

- a. An information session on H.I.V., the nature, transmission and prevention shall be offered annually to all employees.

**7. Safety Health Precautions**

- a. District employees who provide health services to students shall be given training in safety procedures for all body secretions.
- b. Adequate first aid supplies will be provided, in all district buildings, for the safe handling of all body secretions.
- c. Safety precautions, with appropriate supplies, shall be followed as per the appendix: attached Public Health Precaution Sheet for dealing with patients infected with H.I.V.

**Parents and Volunteers in Schools**

**8. Education**

- a. An information program on H.I.V. infection: nature; transmission; and prevention will be offered to parents and volunteers.
- b. In-Service (will be provided) in the safe handling of body secretions to parents and volunteers who assist handicapped students or students infected with H.I.V. in district schools.
- c. Parents and volunteers who indicate that they are infected with H.I.V. and who provide services in schools, shall be assigned duties in areas that result in minimal contact with students.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 8003

H.I.V. (Commonly known as AIDS VIRUS)

Page 4 of 5

**9. Protocol concerning public information**

- a. In the event of an unintended disclosure concerning pupils, all inquiries will be directed to and handled by the Chairperson of the Board and the Superintendent of Schools.
  - b. In the event of an unintended disclosure concerning staff members all inquiries will be directed to and handled by the Chairperson of the Board and/or the Superintendent of Schools and/or the Secretary Treasurer.
- 10.** This policy and regulations will be reviewed at least semiannually and revised to reflect new medical information regarding H.I.V. infection.



**APPENDIX A**

**Precautions of AIDS Patients**

- Hands gloves for blood/body fluids, soap and water
- Masks direct, sustained contact with cough
- Goggles blood/body fluid spattering
- Gown if blood/body fluid soiling likely disposable or use once and launder
- Thermometer warm soapy water, soak in 70% alcohol for ten minutes
- Linen wash in hot soapy water, +/- bleach
- Dishes NO special precautions necessary. Automatic dishwasher or hot soapy water
- Waste separate container lined with plastic bag, into plastic bag and discard
- Bathrooms may be shared, clean visible soiling with 10% bleach
- Personal articles do not share toothbrushes, razors, razor blades (discard razor blades as needles)



SECONDARY SCHOOL STUDENT EVALUATION

**POLICY**

The Board of Education expects that secondary school students shall be clearly informed of evaluation procedures, and shall receive similar evaluation treatment, both from one class to another in the same course within a school, and between schools in the district.

**REGULATIONS**

All principals of secondary schools are responsible for ensuring that the following guidelines are being implemented:

1. A student shall receive:
  - a. a course handout the first week of classes which will provide:
    - i. course objectives;
    - ii. course content;
    - iii. evaluation procedures with weightings assigned for various facets of required term's work and the final examinations.
  - b. comparable treatment from one class to another in the same course within a school in terms of:
    - i. course objectives and content;
    - ii. evaluation procedures and criteria;
    - iii. standards of achievement.
  - c. considerable similarity of treatment within any particular subject regardless of school attended in the school system in terms of:
    - i. course objectives and content;
    - ii. evaluation procedures and criteria;
    - iii. standards of achievement.
2. All final internal examinations in grades 9 to 12 shall be reviewed by the school principal.
3. A school principal shall make a complete summary and analysis of all final standings awarded to students in each school term (semester).
4. A file of completed final internal examinations shall be retained for a period of three months.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 5094

ALTERNATE EDUCATION PROGRAMS

**POLICY**

The Board of Education recognizes that students bring a variety of life experiences to their schooling; that they learn in different ways and at different rates.

The Board of Education believes that all students should be provided every reasonable opportunity to complete their education.

The Board of Education also believes that alternate education is an essential component to the district's continuum of services and program options that are intended to respond to the unique needs of individual students.

**REGULATIONS**

1. Alternate programs are established by the Board of Education as deemed appropriate, and with consideration of financial constraints, to address the needs of students considered to be "at risk" of abandoning their education.
2. Approved alternate programs are to be organized, operated and administered in an efficient and cost effective manner.
3. The Board of Education supports the District 69 Alternate Program Advisory Committee as established through protocols with the Ministry of Children and Families.
4. Alternate and regular education program staff are to establish and maintain effective liaison processes..