



REGULAR BOARD MEETING AGENDA

TUESDAY, DECEMBER 18, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

2. CALL TO ORDER AND INTRODUCTIONS

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: November 27, 2018 | p 1-6 |
| b. | Approval of Inaugural Board Meeting Minutes: November 6, 2018 | p 7-9 |
| c. | Ratification of In Camera Board Meeting Minutes: November 20, 2018 | p 10 |
| d. | Ratification of Special In-Camera Board Meeting Minutes: November 14, 2018 | p 11 |
| e. | Ratification of Special In-Camera Board Meeting Minutes: November 7, 2018 | p 12 |
| f. | Receipt of Ministry News | |
| | • More teachers to be trained to bring Indigenous perspectives into classrooms | p 13-14 |
| | • BC's Students benefitting from increasing government investments | p 15-16 |
| | • More Indigenous students completing high school than ever before | p 17-18 |
| | • Funding boost helps prepare more students for in-demand STEM jobs | p 19-20 |
| g. | Receipt of Reports from Board Representatives to Outside Organizations | |
| | • BCSTA Trustee Academy – Trustees Young, Godfrey and Flynn | p 21-25 |
| | • Oceanside Building Learning Together Coalition – Trustee Godfrey | p 26 |
| h. | Receipt of Status of Action Items - December 2018 | p 27 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 18, 2018, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES)

a. Student Presentation

(Gillian Wilson)

6. BUSINESS ARISING FROM THE MINUTES

- a. **Trustee Representation on the Early Learning & Childcare Council Oceanside (ECCO)** (Trustee Austin) p 28-29

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) appoint a Trustee Representative to the Early Learning & Childcare Council Oceanside.

THAT the Board of Education of School District No. 69 (Qualicum) request staff explore options that might allow for a Board supported community application to the Childcare BC New Spaces Fund.

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. **Draft 2019-2023 District Strategic Plan** (Keven Elder) p 30-36

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) receive the DRAFT 2019-2023 District Strategic Plan as presented.

- b. **Ballenas Secondary School Dual Field Trips** (Gillian Wilson) p 37-42

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) give approval in principle for two Ballenas Secondary School student field experience trips – one to the Kennedy Space Flight Centre in Florida and the other to the Smithsonian Institution in Washington, DC, in June/July of 2019.

13. INFORMATION ITEMS

- a. **Educational Programs Update** (Gillian Wilson)
b. **Education Planning Update** (Keven Elder)

14. CORRESPONDENCE ATTACHED

None

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15. **BOARD POLICY/ADMINISTRATIVE PROCEDURE** (Trustee Young)
- a. **Board Policy 8005: Student Health - Common Medical Conditions** p 43-53
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8005: *Student Health – Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of December 18, 2018.
- b. **Board Policy 8003: Impairment in the Workplace** p 54-78
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of December 18, 2018.
16. **TRUSTEE ITEMS**
- a. **Review of School District 69's Community Presence** (Trustee Austin)
Rationale:
The School Board is presently updating its strategic goals and priorities. As we reaffirm and identify our core values, it seems an opportune time to consider how the District presents itself both within our community and farther afield.

Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) request staff investigate processes for reviewing the District's presence in the community (e.g. web-site, name, logo) including how best to engage the SD69 community in the refresh process.
- b. **Funding for Tulnuxw Ielum - Bowser Cultural Learning Space** (Trustee Kurland)
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) request staff identify funding to assist with the cost of completing the Bowser Elementary School Tulnuxw Ielum - Cultural Learning Space.
17. **NEW OR UNFINISHED BUSINESS**
None
18. **PUBLIC QUESTION PERIOD**
19. **ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, NOVEMBER 27, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee

Administration

Ron Amos	Secretary Treasurer
Chris Dempster	General Manager of Operations
Rudy Terpstra	Principal, Ballenas Secondary School
Sarah Hung	Vice-Principal, Learning Services Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

Mount Arrowsmith Teachers' Association (MATA)

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 Qualicum and Nanoose First Nations for sharing their shared territories with the District.

3. ADOPTION OF THE AGENDA

Trustee Austin added a Notice of Motion under Trustee Items

18-124R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

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: October 23, 2018
- b. Ratification of In Camera Board Meeting Minutes: October 16, 2018
- c. Approval in principle for a Ballenas Secondary Student trip to Edmonton, Alberta from May 7, 2019 to May 12, 2019
- d. Final approval for a Ballenas Secondary School student trip to Europe from March 14 to 26, 2019
- e. Approval in principle for an International Program student trip to the Rocky Mountains (Revelstoke, Banff, Valemont) from May 4 to 7, 2019
- f. Ministry News
 - Working together to keep kid safe online
 - Minister's statement on Representative for Children and Youth's report on substance use
 - Children with special needs benefit from CanAssist devices
 - Take advantage of education savings opportunities designed to save money
- g. Reports from Board Representatives to Outside Organizations
 - Tribune Bay Outdoor Education Centre – Trustee Austin
 - Curriculum Implementation Advisory Committee – Trustee Austin
 - Oceanside Building Learning Together Coalition – Trustee Austin
 - French Advisory Committee – Trustee Young
 - Indigenous Education Services Committee – Trustee Young
- h. Status of Action Items - November 2018

18-125R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 23, 2018, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS**a. Early Learning & Childcare Council in Oceanside (ECCO)**

Judi Malcolm, Manager of the Building Learning Together Centre, and Carol O'Connor, Chair of ECCO, a sub-committee of the Qualicum Community Education and Wellness Society, outlined an opportunity offered by the provincial government for the Oceanside community to do a needs assessment of the community from which to design and build a public system of universal childcare system that best meet the needs of the area.

The Board was invited to attend a meeting on Thursday, November 29th with Michelle Kirby, Senior Manager of Partnerships & Engagement, Child Care BC. Ms. Kirby will be speaking to some of the initiatives that they would consider as priorities for funding from the \$1m designated for each municipality. The Board was also invited to appoint a trustee to represent the Board at the ECCO table.

Trustee Austin volunteered to attend the November 29th meeting. Chair Flynn advised that trustees would discuss the request for a trustee representative to attend the ECCO meetings at a later date and advise Ms. Malcolm of the Board's decision.

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS**Trustee Austin**

- The Errington Elementary parking lot is nearing completion.
- Schools are busy preparing for their winter celebrations/concerts and she has been enjoying assisting Qualicum Beach Elementary school create backdrops for their presentation of The QB Express

Chair Flynn

- Attended the Nanoose Bay Elementary School Remembrance Day Ceremony which included a full colour guard from the RCMP and 10 members of the Legion. Dan Craven played the traditional Last Post.
- Attended the Remembrance Day Ceremony at the Qualicum Beach Civic Centre which included backdrop music from students in the Kwalikum Secondary School Band.
- Thank you to the volunteer drivers from the District's Transportation Department who transferred legion members to and from the ceremony.

Trustee Godfrey

- Attended her first District Parent Advisory Council Meeting in the District and was impressed by the level of parent participation.

Trustee Kurland

- Attended the memorial ceremony for Carol Myhre at the Parksville Community and Conference Centre on Saturday November 24. He had the honour of working alongside her and having his daughter be a student in her classroom. She was a beloved teacher and known for her ability to make every student feel they mattered. Her presence in the District will be missed.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Debbie Comer, MATA President, reported on the following:

- MATA continues to be concerned about the potential shift away from targeted funding for Ministry designations by the Ministry of Education. Teachers are feeling an increased sense of anxiety and worry in trying to meet all students' needs.
- Further to a letter from Minister Fleming to Mr. Hansman, the BCTF President, in which the Minister states his commitment to ongoing engagement with the BCTF and its members on the recommendation proposed by the BCTF to the Select Standing Committee on Finance. MATA is hoping, that with the support of trustees, that Minister Fleming will be held to that commitment.
- MATA has been busy supporting the union leadership of members within the school district and has held a couple of School Union Representative Training sessions so far this year, which have been popular and well attended.
- While at times the Board and MATA may have differing opinions and points of view, Ms. Comer expressed her pride and humility when observing how the community comes together in times of need, which was evident from the Celebration of Life held for Carol Myhre on November 24th.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

No Report

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

No Report

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD

None

12. ACTION ITEMS**a. 2017-18 Statement of Financial Information****18-126R***Moved:* Trustee Kurland*Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2018.

CARRIED UNANIMOUSLY

b. Trustee Remuneration as per New Canada Revenue Agency Regulations**18-127R***Moved:* Trustee Godfrey*Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) increase trustee remuneration by \$1000 effective January 1, 2019 to offset the impact of the income tax changes by the Canada Revenue Agency.

CARRIED

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

In the absence of Assistant Superintendent Wilson, Rudy Terpstra, Principal of Ballenas Secondary, reported on the following district initiatives and events:

- Foundation Skills assessments have been completed and marked.
- Three district staff attended the Ministry of Education's Early Years Regional Meeting
- A session on Childhood Anxiety was hosted by the District on November 22nd and was well attended by parents, staff and community members.
- The Curriculum Implementation Day held on November 2nd went well. At the high schools, teachers are preparing for the implementation of the 11-12 curriculum in 2019-20.
- The French Immersion Advisory Committee met on Monday, November 19th where it was noted that École Oceanside Elementary School students were experiencing French in most classes, including Shop and PE. High schools will also be adding an additional French Immersion course as part of the new curriculum.
- Twelve teachers attended the Education Technology workshop presented by Jenny Lunny
- Mr. Terpstra, Ms. Lunny, Ms. Rowan and Mr. Gunn (IT Manager) attended a Scholantis workshop at the Education Resource Acquisition Consortium (ERAC) Conference in Richmond on November 22 and 23, 2018.
- Mr. Terpstra then attended the last day of the 24th Annual Aboriginal Education Conference on November 24th, which was presented by the First Nations Education Steering Committee and attended by staff and students from districts throughout BC. Attendees were inspired and called to action

around the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and reconciliation.

- The District's high schools are supporting the REDress Project by displaying red dresses to represent the country's missing and murdered aboriginal women.
- Ballenas Secondary School's first Special Olympic basketball team was featured in an article in the Special Olympics publication. Thank you to coach Jessica Kerr for her work with those athletes.

b. Education Planning Update

Chair Flynn reported that the Board has been focusing on the 2019-2023 District Strategic Plan. A draft was to be presented to the Board in late fall; however, work will be continuing to embed ThoughtExchange and student feedback in the plan and presented to the Board in January for formal approval.

14. CORRESPONDENCE ATTACHED

None

15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE

Trustee Godfrey noted that the DRAFT Impairment policy, which was scheduled to be presented for third and final reading, has had some additional changes made to it and will be presented for a legal opinion prior to third and final reading.

a. Board Policy 8009: Physical Restraint and Seclusion of Students

18-128R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8009: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedure at its Regular Board Meeting of November 27, 2018.

CARRIED UNANIMOUSLY

b. Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites

18-129R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the Administrative Procedure: *Biohazard Exposure Control Plan – Safe Removal of Sharps (Needles) from SD69 Sites* at its Regular Board Meeting of November 27, 2018.

CARRIED UNANIMOUSLY

c. Board Policy 8005: Student Health – Common Medical Conditions

18-130R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 8005: *Student Health – Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of November 27, 2018.

CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS

a. Notice of Motion – Trustee Austin

Trustee Austin advised that she would be bringing a motion to the December Board Meeting to request that staff look into the scope, feasibility and desire to rebrand and possibly rename the District so that the name is more inclusive of the whole district rather than 'Qualicum'.

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

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

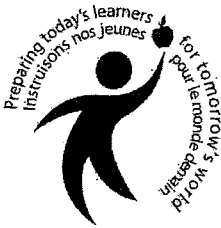
- The Draft Impairment Policy and Administrative Procedures - members of the Policy Advisory Committee will be provided with the opportunity to review the most recent draft of the prior to third and final reading.

19. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:40 p.m.

CHAIRPERSON

SECRETARY TREASURER



INAUGURAL BOARD MEETING MINUTES

TUESDAY, NOVEMBER 6, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Incoming Trustees

- Julie Austin
- Eve Flynn
- Laura Godfrey
- Barry Kurland
- Elaine Young

Administration

- | | |
|----------------|-------------------------------------|
| Ron Amos | Secretary Treasurer |
| Gillian Wilson | Assistant Superintendent of Schools |
| Karin Hergt | Executive Assistant |

Education Partners

- Mount Arrowsmith Teachers' Association (MATA)
- District Parents Advisory Council (DPAC)

1. CALL TO ORDER

In accordance with School District No. 69 (Qualicum) Bylaw 2: *Board Structure*, Secretary Treasurer Amos chaired the Inaugural meeting until the election of a Chairperson.

Acting Chair Amos called the meeting to order at 7:00 p.m. and acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Qualicum and Nanoose First Nations for sharing their shared territories with the District.

Lawrence Mitchel from the Snaw-naw-as First Nation (with connections to the Snuneymuxw First Nation), presented a congratulatory message to the Board after which his daughter, Kyrrah Thomas, drummed and shared a song written by her father titled Kw'am'kw'um Mustimux (Strong People).

2. RESULTS OF THE 2018 SCHOOL TRUSTEE ELECTIONS

Acting Chair Amos announced the results of the trustee elections, noting which ones were elected/re-elected by acclamation for each of the following electoral areas:

- | | |
|---------------|--------------------------------------|
| Voting Area E | Eve Flynn |
| Voting Area F | Julie Austin |
| Voting Area G | Laura Godfrey
and R. Elaine Young |
| Voting Area H | Barry Kurland |

3. OATHS OF OFFICE

Julie Austin, Eve Flynn, Laura Godfrey, Barry Kurland and Elaine Young verbally affirmed their Oaths of Office after which they signed their Oaths of Office.

Acting Chair Amos congratulated the Trustees on their commitment to public education and then delivered a message to the Board which outlined the significance of the role they have assumed as Trustees. Assistant Superintendent Wilson then played two videos showcasing the learning opportunities in the District.

4. ELECTION OF THE CHAIRPERSON OF THE BOARD

a. Call for Nominations by Ballot

Ballots were distributed for nominations for Chairperson of the Board as per Board Bylaw 2: *Board Structure*.

Trustees Flynn and Young were nominated
Trustee Young declined the nomination.
Trustee Flynn accepted the nomination.

Trustee Flynn was elected by acclamation as the Chairperson of the Board.

Chair Flynn assumed the Chair.

c. Motion to Destroy the Nomination and Election Ballots for Chairperson 18-121R

Moved Trustee Young *Seconded* Trustee Austin
THAT the nomination ballots for the position of Chairperson be destroyed.
CARRIED

5. ELECTION OF THE VICE CHAIRPERSON OF THE BOARD

a. Call for Nominations by Ballot

Ballots were distributed for nominations for Vice Chairperson of the Board.

Trustees Young, Austin, Kurland and Godfrey were nominated.
Trustee Young declined the nomination.
Trustees Kurland, Austin and Godfrey accepted the nomination.

b. Call for Elections by Ballot

Ballots were distributed for the election of the Vice Chairperson of the Board as per Board Bylaw 2: *Board Structure*.

After the first ballot, a clear majority was not determined.

Trustee Godfrey had the least number of votes so her name was withdrawn from the ballot and a second series of ballots was then distributed for the election of the Vice Chairperson of the Board.

Trustee Austin was elected as the Vice Chairperson of the Board.

c. Motion to Destroy the Nomination and Election Ballots for Vice Chairperson 18-122R

Moved Trustee Young *Seconded* Trustee Godfrey

THAT the nomination and election ballots for the position of Vice Chairperson be destroyed.

CARRIED

6. BANKING RESOLUTION 18-123R

Moved Trustee Godfrey *Seconded* Trustee Young

THAT the Chairperson, Vice Chairperson, Secretary Treasurer and Assistant Secretary-Treasurer for the Board of Education of School District No. 69 (Qualicum) be authorized as the signing authority to sign the banking resolution, in accordance with Bylaw 4: *Banking*, and

THAT the TD Canada Trust be the appointed Banker for the Board.

CARRIED

7. DISCUSSION OF COMMITTEE AND REPRESENTATIVE APPOINTMENTS

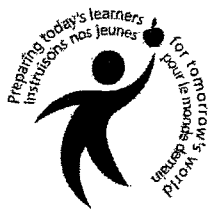
Chair noted that Trustees will discuss the Board committee and representative appointments over the next few days and provide their choices to the Chair. The appointments will be shared with the necessary committees as soon as possible and presented at the November Regular Board Meeting.

8. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:33 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
November 20, 2018

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

Administration

Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matters:

- Personnel
- Legal

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

- Personnel

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)
SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT
November 14, 2018

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources (Recording Secretary)

The Board of Education discussed the following matter:

- Personnel

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

- Personnel

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT
November 7, 2018

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matter:

- Personnel

No motions were presented for approval at this meeting

Chairperson

Secretary Treasurer



NEWS RELEASE

For Immediate Release
2018EDUC0068-002339
Dec. 6, 2018

Ministry of Education

More teachers to be trained to bring Indigenous perspectives into classrooms

DUNCAN – More British Columbia students will benefit from the traditional knowledge and culture of Indigenous peoples, thanks to a new Indigenous teacher education curriculum at Vancouver Island University (VIU).

The Ministry of Education is funding 15 teacher training seats at VIU's Cowichan campus. As a result of this funding, VIU will collaborate with the Cowichan Tribes and other local bands to develop a new education curriculum, ensuring more teachers are trained to bring Indigenous perspectives into classrooms.

"Cowichan Tribes is grateful for this funding opportunity, which involves Indigenous Specialists and additional First Nation teachers, equipped to deal with issues relating to Residential Schools, as we move towards Reconciliation," said Cowichan Tribes Chief William Seymour.

"A true and lasting reconciliation is at the heart of everything we do, and there's no question Indigenous students thrive when their culture is reflected in classrooms and they have a connection to what they are learning," said Rob Fleming, Minister of Education. "Teachers can be incredible role models for change. They have the power to show kids we all benefit from understanding the diversity of Indigenous perspectives and world views."

The ministry is implementing the Calls to Action from the Truth and Reconciliation Commission. The new curriculum helps to ensure K-12 students learn Indigenous perspectives in all grades and subjects – from math to science to literature.

"Investing in Indigenous teacher education responds to a direct Call to Action of the Truth and Reconciliation Commission, number 62," said Melanie Mark, Minister of Advanced Education, Skills and Training. "Our investment in 15 Indigenous teaching spaces at VIU's Cowichan campus is 'reconcili-Action' and good for children from every background. It allows Indigenous students to see themselves in their teachers, while creating critical opportunities for Indigenous educators as leaders in the education ecosystems."

While government has funded the hiring of 3,700 teaching positions over the last year, there are still shortages in high-demand areas such as Indigenous education, French and special needs. That's why the Ministry of Education has added over 179 new teacher-training spaces to bring in more teachers in the highest-demand fields.

To increase opportunities for Indigenous teacher training, the Ministry of Education also provided \$260,000 in the 2017-18 school year for B.C. universities to develop and expand Indigenous teacher education programs.

Quotes:

David Paterson, dean of education, Vancouver Island University –

“With this funding, VIU will be able to expand our teacher education program in a way that furthers the critical process of reconciliation, allowing us to equip future teachers with the knowledge of how to bring culturally relevant practices into their classrooms and support Indigenous learners. This type of education is important for all teachers, as is the approach we are taking to develop this curriculum - through a community of practice founded on strong partnerships and collaboration with Indigenous communities.”

Tyrone McNeil, president, First Nations Education Steering Committee –

“To reflect the student population, B.C. requires roughly 5,000 Aboriginal teachers and so we welcome this initiative, which is consistent with B.C.’s commitments in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. Increasing the number of Aboriginal teachers is a necessary step toward supporting Aboriginal students, providing positive Aboriginal role models, and making First Peoples perspectives more accessible to all B.C. students.”

Brianna Thorne, who is of mixed Indigenous ancestry, second-year bachelor of education student at VIU's Cowichan Campus –

“I believe that incorporating Indigenous perspectives in teacher training is essential because it encourages future educators to think outside the traditional box of teaching. Indigenous knowledge offers students the opportunity to explore the world around them in terms of their relationship to everything on our planet. It teaches about respect, forgiveness, humility and reciprocity. Indigenous knowledge has so much to offer for both Indigenous and non-Indigenous students.”

Quick Facts:

- The Ministry of Education funded \$65,000 for the 15 new additional Indigenous teacher education seats at VIU. The program will be available for students by fall 2019.
- Total government funding in 2018 for developing Indigenous teacher programs and expanding seats was \$400,000.
- For 2017-18, the Ministry of Education provided an extra \$190,000 in one-time funding to support resource development for Indigenous language curricula for 17 Indigenous languages.
- In the 2017-18 school year, there were 65,269 Indigenous students enrolled in public schools, comprising 11.6% of the public-school student population.

Contact:

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

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



NEWS RELEASE

For Immediate Release
2018EDUC0071-002400
Dec. 13, 2018

Ministry of Education

Funding boost helps prepare more students for in-demand STEM jobs

VICTORIA – Secondary students with a passion for coding and science, technology, engineering and math (STEM) will now have more opportunities to expand their skillsets and participate in the Play to Learn program, thanks to a one-time \$230,000 provincial government grant that will expand the program.

“B.C.’s thriving technology sector provides significant employment opportunities with tens of thousands of jobs that need to be filled,” said Rob Fleming, Minister of Education. “Our government is committed to increasing training and learning opportunities to help prepare our students for these in-demand jobs. These new funds will help students in all corners of the province follow their passions and achieve their future career goals.”

Since Play to Learn launched in B.C. in 2016, the program has engaged over 6,000 students across 96 Lower Mainland schools. The expansion of the program is facilitated by DigiBC and provides students with the opportunity to learn the basics of math, technology, computer science and coding skills needed for video-game design and other technology-related and STEM career fields. These new funds will help expand opportunities to schools outside of Metro Vancouver.

“Using game play to engage youth with technology has proven results. We care about the technology gap, and about exposing B.C. youth to the excellent careers in the creative technology industry in our province,” said Brenda Bailey, executive director, DigiBC. “This program, supported by the Ministry of Education, allows us to bring awareness of and engagement with B.C.’s creative industries to more B.C. high school students.”

DigiBC - The Interactive & Digital Media Industry Association of British Columbia is a member-supported, non-profit organization engaged in using interactive technology to draw people into careers in STEAM (science, technology, engineering, arts and math).

Government is committed to providing support for students to learn coding in the classroom and partnering with innovative non-profits and tech companies to implement B.C.’s new school curriculum. It will provide new technology, lab equipment, learning material and professional development support for teachers.

Quick Facts:

- DigiBC (The Digital Media Association of B.C.) is based in Vancouver.
 - It represents companies in the creative technology sector in B.C., which is made up of over 1,150 companies and 16,500 people.
 - DigiBC members include large companies, such as Electronic Arts (EA), Sony Imageworks and Microsoft, as well as locally grown studios like Codename

Entertainment, Phoenix Labs (Burnaby), Atomic Cartoons (Vancouver), Hyper Hippo (Kelowna) and Volcanic Gaming (Prince George).

- DigiBC's mission is to promote, support and accelerate the growth of British Columbia's interactive and digital media industry to the benefit of current and future generations.
- A recent study out of the U.K. shows that girls who play video games are three times more likely to enter a career in STEM: <https://www.surrey.ac.uk/news/geek-girl-gamers-are-more-likely-study-science-and-technology-degrees>
- The Government of B.C. is supporting Symbiosis — a provincewide STEAM learning initiative run by Science World — designed to provide equal and increased access to high quality education opportunities for B.C. youth. This program is the first program of its kind in Canada and is preparing B.C. youth with mentors, resources and technology to help prepare them for the STEAM-heavy job landscape of the future.

Learn More:

Play to Learn: <https://www.ea.com/news/play-to-learn>

DigiBC: <https://www.digibc.org/cpages/home>

Contact:

Sean Leslie
Communications Manager
Ministry of Education
250 356-8485

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NEWS RELEASE

For Immediate Release
2018EDUC0070-002383
Dec. 11, 2018

Ministry of Education

More Indigenous students completing high school than ever before

VICTORIA – Indigenous students in B.C. are completing secondary school at the highest rate in history with increased supports and an improved, modern curriculum that accurately reflects the history of Indigenous peoples in British Columbia.

“For too long, Indigenous students in B.C. were held back by a school system that didn’t reflect their history, honour their communities or meet their needs,” said Rob Fleming, Minister of Education. “It’s inspiring to see how quickly Indigenous students respond when we begin to bring down barriers to their success. Their achievements are an important reminder of why we can’t rest until our schools support every student, no matter where they live.”

In the 2017-18 school year, the Indigenous student six-year completion rate increased by 4% over the previous year. This is the largest one-year increase since 2010-11, with 70% of Indigenous students completing secondary school, and an 8% improvement over the last four years.

For Indigenous children in the continuing custody of the Ministry of Children and Family Development, completion rates in the 2017-18 school year are 58% — an 8% increase over the year before and an 18% increase since 2013-14.

“We are encouraged by this recent increase to the graduation rate and expect that under our new agreement between First Nations Education Steering Committee, Canada and B.C., we will see further improvements — particularly for status on-reserve students and children in care,” said Tyrone McNeil, president, First Nations Education Steering Committee.

The Ministry of Education is actively implementing the Calls to Action from the Truth and Reconciliation Commission to ensure K-12 students learn Indigenous perspectives in all grades and subjects, from math to science to literature. Government is also working in partnership with the First Nations Education Steering Committee to develop provincial Indigenous resources.

The Government of B.C. recognizes that education is a key part of reconciliation and that it is critical to integrate Indigenous knowledge, traditions and languages into classrooms throughout the province.

There are 17 First Nations languages with approved curriculum, with six more in development.

The ministry is also working to recruit more Indigenous teachers by investing in more spaces at post-secondary institutions for Indigenous education and has invested \$400,000 toward Indigenous teacher-training curriculum development and new seats at B.C. universities in the past year.

Quick Facts:

- The six-year completion rate calculates the number of students who complete secondary school within six years from the first time they enrol in Grade 8 and is a key performance measurement for student success.
- In 2017-18, there were 70,487 students who self-identified as Indigenous in B.C. public and independent schools. This accounts for 11% of the school population.
- B.C. invests about \$74 million annually in targeted funding to support Indigenous learners.
- The Indigenous student six-year completion rate has steadily improved over the last four years, rising from 62% in 2013-14 to 70% in 2017-18.
- The provincial six-year completion rate for all B.C. public school students increased by 1%, to 86% in 2017-18.
- The provincial six-year completion rate for B.C. residents in public schools increased by 1.2%, to 88.5% in 2017-18.
- The provincial six-year completion rate for students with special needs increased by 0.4%, to 81.6% in 2018.

Learn More:

For more information about Indigenous education in B.C.:

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

Contact:

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

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NEWS RELEASE

For Immediate Release
2018EDUC0069-002353
Dec. 7, 2018

Ministry of Education

B.C.'s students benefiting from increasing government investments

VICTORIA – As enrolment continues to grow, more students in the K-12 public education system are benefiting from increased investments and additional teachers supporting students.

“Because of our strong economy, more and more families are choosing to make B.C. their home and as a result, enrolment in our public schools is growing,” said Rob Fleming, Minister of Education. “Investing in education is the key to a better future and a prosperous economy. I am proud our government is fulfilling our commitment to support students and teacher hiring.”

An additional \$175 million is being invested this year to support students and more than \$431 million is being provided for districts to hire up to 3,900 teachers through the Classroom Enhancement Fund. This funding, along with the boosts to meet growing enrolments over the past two years, means that compared to the 2016-17 school year, an additional \$591 million has been invested in students.

As of September 2018, an additional 5,564 full-time equivalent students are enrolled in B.C.'s schools compared to the year before. The districts with the highest growth are:

- Surrey (+1,152)
- Central Okanagan (+596)
- Greater Victoria (+384)
- Sooke (+373)
- Abbotsford (+321)

“The BC School Trustees Association is pleased that school districts will receive full funding for all of the additional students who arrived in schools this September. The Ministry of Education’s ongoing commitment to fully fund rising student numbers including students with special needs is significant,” said Gordon Swan, president, British Columbia School Trustees Association. “We look forward to continuing collaboration with Minister Fleming toward ensuring these commitments to sustainable student funding will continue into the future.”

Most districts are growing, as 45 of B.C.'s 60 school districts had enrolment increases, while 15 saw declines. Student enrolment is up for the fourth year in a row — nearly 21,000 school-age students have been added in that period.

Quick Facts:

- In total, there were 542,650 students (full-time equivalent) enrolled in B.C.'s public schools in September 2018, up from 537,086 (full-time equivalent) in September 2017.
- Many districts have stable enrolments — 19 districts had fluctuations of fewer than 25 students.

- Budget 2018 invests \$6.6 billion for 2018-19 for B.C.'s education system.

Learn More:

Funding information for each school district can be found here:

<https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-18-19>

To view the backgrounder, with enrolment breakdowns for each school district, visit:

https://news.gov.bc.ca/files/Backgrounder_Enrolment.pdf

Contact:

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

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SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: BC School Trustees Association (BCSTA) Trustee Academy
Meeting Location: Hyatt Regency Vancouver
Meeting Time: November 29 to December 1 2018

The annual "Trustee Academy" is the BCSTA "Professional Development for Trustees. This year over 40% of School Trustees are new to the job. Academy was titled "Building a new Board: Elected, Engaged and Empowered." The Pre-conference and some of the conference events were intended to bring new trustees "up to speed" and to provide a review for returning trustees.

Keynote: Why Boards Matter: Empower Learning, Unleash Talent, and lead a Culture of Creativity (George Couros).

Beyond the concepts of building student resiliency, focusing on a "growth" mindset, Couros argues that we must encourage risk-taking and innovation in our students. Creativity and learning through experience help to support innovative and thoughtful human beings.

BCSTA Branch Meetings at Breakfast

I am so glad to be part of the Vancouver Island Branch (VISTA) as we are a diverse and outspoken group of Trustees. This was an opportunity to meet new Trustees and to reconnect with those returning. Personally, I was happy to see the strength of our Indigenous Trustees.

Plenary 1 – Co-governance Relationship with Government and BCSTA

After signing a new co-governance agreement, Education Minister Fleming identified a few priorities for the future... Improving Indigenous Grad Rates; Assessing the Grad. Program and the efficacy of the Literacy 10 exam.; Update to the ERASE Bullying program; An upcoming symposium on Mental Ill-health; Addressing continuing teacher shortages; Funding Review and Collective Bargaining. No new money was announced.

Plenary 2 – Hon. Katrina Chen (minister of State for Child Care

22,000 new childcare spaces are to be created. The first priority is to address reconciliation and it is hoped that all children in centres will receive 1 healthy meal a day to assist in reducing hunger. Government wishes to work with stakeholders like school districts to establish the centres. There are no established templates. Government wishes to develop a standard of quality and affordability.

Plenary 3 – Who's who, who does what and why?

A panel discussion from the main provincial education partners. BC Association of School Business Officials (BCASBO) members are folks like the Secretary-treasurer of the districts. BC Public School Employers Association (BCPSEA) members are all School District Boards in BC. BC Principals and Vice-Principals' Assoc. (BCPVPA). BC School Superintendents Assoc. (BCSSA). BC Confederation of Parent Advisory Councils (BCCPAC)

First Nations Education Steering Committee (FNESC). There was no test of acronyms at the end of this event.

Concurrent Session #1 – Indigenous Understandings Val Adrian, Erin Evans, Rick McKamey, and Larry Ransom Moderated by Brad Baker

I believe that personal stories of colonization and oppression are one of the most powerful tools we have to address “isms.” At this workshop, we heard the stories of indigenous and non-indigenous people. They spoke about the importance of hearing the truth and beginning the reconciliation with Indigenous people. This workshop brought tears and was very hard-hitting. For those of us who are “Settlers” we need to witness these truths, understand and move forward together. I could write a full report on this workshop alone!

Concurrent Session #2 – Governance and Operations: Understanding the Difference; Knowing Your Role; Doing it Well (School District 48 – Sea to Sky)

Although the presenters started by saying the role of governance/operations was not “black and white”, this district has created a template for keeping the roles separate. Another workshop that deserves more reporting and more fulsome discussion.

Movie Night – Indigenous Education Committee

The Musqueam nation are “people of the grass” who inhabited an area in what is now Marpole in South Vancouver, that bordered the Fraser River. They have been on this land for at least 6000 years. Archeologists confirmed this after studying the “Marpole Midden” and carbon dating remains of that village. Recently, a hotel that sat on that land was about to be redeveloped and human remains were unearthed. The current members of the Musqueam mounted a sit in and protest to stop the work and ultimately, to return the land to them. Their protests, lasting for almost a year, resulted in the nation being allowed to “Buy back” the land.

Discussion following the movie included a talk about Grace Islet (Off of Ganges Harbour) where local people stopped a private owner from building over identifiable grave sites. Hearing these stories is important. Unfortunately, the movie was not well-attended.

Plenary 4 – Bargaining Preparation (BCPSEA)

School Districts are preparing to enter into collective bargaining with our local teachers’ unions. On a provincial level, Boards are represented by BCPSEA and Teachers by BCTF. This workshop provided a review of how objectives were developed and next steps.

Plenary 5 – Current Topics for Boards of Education (Scott MacDonald Deputy Minister of Education)

Ministry interests are being focused on finishing the evaluation of Exams, Grad. Requirements and Graduation Rates. While we are doing well at Graduating most students in the required 13 years, there are some areas where we are not being as successful. The Deputy Minister presented data to identify provincial concerns regarding graduation rates. Actions will follow to support boards in improving graduation rates.

Plenary 6 – Motion Writing For Everyone (BCSTA Legislative Committee)

An introduction of the supporting documents so that Boards can write clearer motions to come to the BCSTA AGM. Participants were requested to write a motion and shared their results. These documents will be helpful in drafting motions.

Plenary 7 – Board Decision Making: Is there a real need for a ‘TEAM’ approach (Eli Mina)

I love talking governance, so four years ago I attended Mina’s workshop. I was disappointed to learn that he supported majority decision making through the use of parliamentary and Roberts’ rules. I suggested he needed to look at other processes that relied on consensus or collaborative decision making. I was surprised at this workshop as Mina discussed his new “Common Sense” toolbox that seems to include many of the ideas from consensus and collaborative decision making. All trustees were given a copy of his new book. It will be part of my winter break reading!!

More information on this conference is available. Just ask a Trustee.



Board Committee and Trustee Representative Report

Trustee Representative: Laura Godfrey
Event Name: BCSTA Trustee Academy
Meeting Location: Vancouver, BC
Meeting Time: November 29 to December 1, 2019

Trustee Academy Report:

While many excellent points and summary points were made by Trustee Young, I just wanted to add some of my takeaways from the weekend:

Co-governance BCSTA/Province of BC Ministry of Education

Rob Fleming spoke about the largest jump of new enrolled students in BC since the decline, more than 13 years ago. This was not just in Kindergarten, but all age groups.

Adult basic education re-instated

Expanding the ERASE program to bring in more training around gangs, opioid crisis, and online cyber bullying, just to name a few.

More focus on mental health & wellness for K-12

Funding given to post-secondary teacher training, French immersion, special education and aboriginal teachings. Hoping to have many ready for September hiring.

BC Minister of State for Child Care

Hon. Katrina Chen's top priority is childcare and early learning, high cost of childcare and the difficulty finding neighbourhood spaces. Offering fee reduction and income adjustments for qualifying families.

New Spaces fund, \$22 million for 22,000 new child care spaces, up to \$1,000,000 for creating new spaces in BC school districts. This includes the new build and staffing costs. This works for the private sector as well, with different funding

Before/After School opportunities can be accessed with this grant too.

Supporting Early Childhood Educator (ECE) funding, training and wage enhancement.

Concern questioned around small aboriginal communities and training/retention of their workers. This funding model worries some. Minister seemed very open for discussion and encouraged those with concerns or ideas to contact her office.

Concurrent Sessions Attended:

C2: Governance and Operations: Understanding the Difference; Knowing Your Role; Doing it Well

This was a well-attended session and the message was delivered cleanly and concisely. Biggest takeaway was the Shared Purpose- united behind a 'big idea' advances student learning, provides unity, makes budgets easier to manage and limited resources go farther because of the common goal. This unity makes for strong collaborate relationships, gives better chances with recruitment.

Be assertively curious, what's working and how are we doing?

Communication across all platforms, conveys the sense of conviction

Personal and Corporate responsibility to show trust and a culture of trust.

Staff must feel the Board supports them with implementing a new or improved plan or culture.

C1: Eli Mina, Registered Parliamentarian and Board Effectiveness Consultant

"We've Got to Stop Meeting Like This..."

'no rule will take the place of tact & common sense.'

I have never seen Eli Mina speak before, but I enjoyed this session. I think Trustee Young's report was very detailed. Biggest takeaway was:

O order

F focus on agenda item

E efficiency per agenda

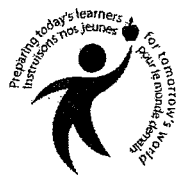
E equality for fairness and informed voting

D decorum

S safe meeting environment

Movie Night hosted by the Indigenous Education Committee:

I did not attend, but had seen parts of it at the Museum of Anthropology at UBC. I too heard that it was not well attended, and it was mentioned by more than one person that an offering of a movie should be part of the daily sessions. If we really want to invoke change, then make this a priority.



SD69 QUALICUM

Board Committee and Trustee Representative Report

Trustee Representative: Eve Flynn
Committee Name: BCSTA Trustee Academy/Provincial Council
Meeting Location: Vancouver, BC
Meeting Time: November 29 to December 1, 2018

Committee Report:

Concurrent Session - Ministry of Education - Funding Model Review Presenters Reg Bowa and Kim Horn

The three pillars to the new model will be accountability, financial management and equity of education opportunities. The new funding model will focus on inputs that will drive to student success. The model will also be tied to your District Strategic Plan. Although much of the information was not new we can expect the document to be released before year end.

Provincial Council

The BCSTA Provincial Council was convened to receive the financial statements and the 2019-2020 budget for the association. One (emergent) motion was considered by the representatives:

Results of Foundation Skills Assessment - That the reporting of the data by the Ministry to Districts be accelerated to early in the new year for planning purposes. *CARRIED*

The following two motions were brought to the floor at the meeting; however, both failed to meet the criteria of emergent.

The first was from the Aboriginal Education Committee requesting the Ministry of Education have a separate and distinct course on Indigenous Education as a graduation requirement prior to September 2019/2020. (Failed)

The second was a request to the Federal Ministry of Transportation to make seatbelts mandatory on school buses by 2020 and for the Ministry of Transportation to fund this initiative. (Failed)



Board Committee and Trustee Representative Report

Trustee Representative: Laura Godfrey
Committee Name: BLT Early Years
Meeting Location: Family Place
Meeting Time: 12-1:30 December 6th, Noon to 1:30

Committee Report:

Welcome, intros and acknowledgments

MCFD Early Years framework structure changes. Success by 6, Children First both stop March 2019. Replacing is the Early Years Framework with a Requests for Proposal to help fund the items that are at risk, i.e. WOW bus and Breakfast Club to name a few, will part of the proposal that Judy will put forward.

Many community programs are finishing up for the Winter Break, with many resuming sometime in January.

Looking at ways to ask families/parents what other learning opportunities they would like. How to reach as many as possible. Survey monkey? DPAC?

The SOS teen programs are well attended.

RDN Free Family New Year's Eve event at Oceanside Place Arena from 5:30 to 8:00 p.m. There are 400 tickets available.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p>Strategic Planning Process (January 24, 2017)</p>	<p>Interim Superintendent</p>	<ul style="list-style-type: none"> • DPAC Consensusogram activity completed by DPAC, Trustees, PVP and school staff. • ThoughtExchange engagement to follow in spring 2018. • ThoughtExchange engagement went 'live' April 25th and the first phase closed May 8, 2018 • Participants were invited to prioritize the thoughts of others during the upcoming 'Star Phase' • Results are available to trustees and staff for their consideration • Trustees have done an initial review of the District 69 Vision, Mission, Values and Guiding Principles for Decision-making • Secondary students are providing feedback and suggestions on what to keep, what to change, other ideas • Interim Superintendent to complete draft Strategic Plan • Trustees will receive a draft of the 2018-2023 Strategic Priorities at the December Board Meeting • Final version to be presented to the Board at its January Board Meeting 	<p>January 2019</p>



SD69 QUALICUM

Trustee Report Out to the Board from a New Community Organization

Early Learning Childcare Council of Oceanside (ECCO) - a sub-committee (table of Qualicum Community & Education Wellness Society)

Board Representative: Trustee Julie Austin

Meeting Date: Thursday, Nov. 29

Meeting Location: Qualicum Commons

Who they are:

PacificCARE* is leading the coordination of a committee of concerned citizens in the community of Qualicum Beach, generating community involvement in the creation and support for Quality Childcare opportunities for local families.

PacificCARE and ECCO (Early Learning & Childcare Council in Oceanside) are interested in building community capacity to support quality childcare spaces and programs, and feel that intergeneration programming holds possibilities for success both for children and seniors.

** PacificCARE offers programs that support strong quality care and learning environments for children. They serve families, child care Providers and Early years services providers on Central, Northern and West Coast of Vancouver Island and Powell River. PacificCARE has a provincial contract to provide a regional child care support and referral program to develop and coordinate a child care support program.*

ECCO sponsored a meeting in late November inviting elected persons from various levels of local government.

In attendance:

Pam Moore - Qualicum FN, Parksville - Councillor Adam Fras, RDN Director Area H- Stuart McLean, Qualicum Councillor Adam Walker, RDN Director Area G- Clarke Gourlay, QCEWS -Bill Preston, BLT-Judy Malcolm, Perry Perry-ECCO, Julie Austin-SD69

Regrets- Leanne Salter- Area F

Michelle Kirby from the provincial Ministry of childcare introduced gave more information on the BC 10 childcare plan <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children>

\$1 billion from the province over the next 3 yrs

\$15.3 million from the federal gov't over the next 3 years

The province hopes to build toward a universal childcare program

The plan has three pillars – **Accessibility, Affordability, and Quality**

Affordability- \$630 million over 3 yrs

Childcare Reduction initiative

The Child Care Fee Reduction Initiative lowers the cost of childcare for parents each month. Parents do not need to apply for the fee reduction. Childcare providers that are approved to opt in to the Child Care Fee Reduction Initiative receive funding to reduce parent fees. If a childcare provider is participating in the program, parents with a child in full-time care will see amounts reduced by up to:

- \$350/month for group infant/toddler care
- \$200/month for family infant/toddler care
- \$100/month for group care for children aged 3 to Kindergarten
- \$60/month for family care for children aged 3 to Kindergarten

Affordable Childcare Benefit - On September 1, 2018, the Affordable Child Care Benefit replaced the Child Care Subsidy. The new funding will help families with the cost of childcare, depending on factors like family size, type of care and household income.

Universal Child Care Prototype Sites-Through the Province's Early Learning and Child Care Agreement (ELCC) with the Government of Canada, the Province is investing \$60 million to convert around 2,500 licensed child care spaces – with a priority on infant and toddler spaces – into low-cost spaces at existing child care facilities across B.C. There are currently 53 prototype sites in BC. These sites will help test funding and operational models required to move British Columbia towards a universal childcare system.

Quality

Remunerating appropriate wage enhancement by \$1/hr and another \$1/hr next year to try to attract people back to the childcare profession

-Encourage new students through bursary program that provides \$4000/semester for new students
\$5000/semester professional upgrades available

Accessibility

\$237 million over 3 years

Start-up grant for unlicensed providers to move to licensed \$4500

Childcare BC New Spaces Fund: Create New Spaces

The Childcare BC New Spaces Fund (formerly called the Child Care Major Capital Funding Program) is helping to fund the creation of 22,000 new childcare spaces in B.C. over the next three years.

- **Up to \$1 million per facility** for public sector partnerships with non-profit child care providers. (Public sector partners can be public sector organizations, local/municipal governments, school boards, public and post-secondary institutions, band/tribal councils and or First Nations governments.)
- **Up to \$500,000 per facility** for school boards, Indigenous organizations/band or tribal councils and First Nations governments, child development centres, and non-profit child care providers
- **Up to \$250,000 per facility** for private child care providers

Community Child Care Space Creation Program

British Columbia municipalities and regional districts can now access \$13.7 million in funding through the Community Child Care Space Creation Program to create new licensed childcare spaces in their communities.

The fund, administered by the Union of British Columbia Municipalities (UBCM), provides local governments with up to \$1 million per project to create new licensed childcare spaces on local government-owned property for infants, toddlers and preschool age children. The program will create approximately 1,370 licensed childcare spaces.

Priority will be given to projects that build spaces that serve infants and toddlers, offer care outside of regular business hours, are operated by a public body or not-for-profit, and/or benefit underserved populations, including:

- Indigenous families and communities,
- Children with extra support needs,
- Lower-income families,
- Parents under the age of 25 who are completing their secondary education, and
- Minority language and cultural groups, including recent immigrants and refugees, and francophone families

The deadline to apply is January 18, 2019.

Question to School Board 69 Trustees:

Do we want a trustee representative to sit on this new community committee?

School District 69 (Qualicum) Strategic Plan 2019 to 2023



Student Centered Learning
Quality Teaching and Leadership
Social/Emotional Learning

The Board of Education of School District 69 (Qualicum) believes that leadership, stewardship and relationships are the hallmarks of effective governance. The Board further believes that vision, mission, values, and guiding principles developed in collaboration with employees and the broader community are foundational to the work of establishing policy and managing the fiduciary responsibility of allocating resources in ways that best meet the educational needs of learners in our communities.

The face of education in our province is changing. We know more now than we have ever known before about how children learn. We have been challenged to be part of a transformation agenda that will create new learning environments for our students that will feed their curiosity, engage their interest, and prepare them for success in a world that challenges the boundaries of our imagination.

While a future focus is crucial, the Board of Education believes that there is a compelling case for enhancing and building on our past educational successes if we are to chart a course forward that will honour community work and values that have us in the place of strength that we currently operate from. Our District is held in high regard around the province for the good work that has been done in areas such as early learning, assessment of learning, Indigenous Education and innovative community partnerships. We need to continue our trajectory in these areas.

Strategic Planning Process

The 2019 to 2023 Strategic Plan emerges from the good work done in the community five years ago, when a series of community engagement sessions built consensus around the Board's vision, mission, values, guiding principles and strategic priorities. Much of that work from 2013 remains unchanged in the 2019 plan, which speaks to the consistency of the fundamental beliefs on which this new plan is built.

By way of context, those engagement sessions asked people to, *"Imagine a time in the future when people around the province look to our School District as a learning community where students of all ages are provided with a world class educational experience that is both engaging and relevant."* People were asked: What kinds of programs, systems and structures are in place; and, which aspects of this imagined future make you most proud?

People were also asked about: current programs, structures and practices that best represented an effective education system; one thing that could help us provide improved educational experiences for students; and, emerging trends, innovations and dynamics that could transform our schools in this rapidly transforming world.

Over 1000 people had a hand in creating, shaping and prioritizing the data that was gathered in this process over the course of a full year. This plan builds on that foundation and is the result of extensive planning discussions carried out throughout 2018, most notably with students.

What we heard from our community in 2018 as part of an online survey included:

- Letting students guide their own learning gives them confidence, responsibilities and courage without pressure.
- Teachers have been excellent at seeing the individual strengths of my kids and figuring out how to personalize their lessons accordingly.
- An increased focus on schools becoming involved and connected to their community is needed to expand students' world vision and building of connections and relationships.

Students shared what they are looking for from education in the 2020s:

- Being able to choose classes that are of interest to them
- School-wide activities/events and extra-curricular activities/sports
- Caring, supportive, knowledgeable and available teachers
- Opportunity for hands-on learning in a variety of fields
- Field trips for educational experiences
- Flex blocks/time at school to do work beyond regular classes
- Value of creativity in the arts – not just science
- Student leadership opportunities
- On-line/self-directed classes
- Opportunities to rewrite exams/quizzes
- Upgrades to facilities and resources
- Post-secondary planning
- More time between classes
- Earlier guidance toward post-secondary options
- Increased personal space for learning
- Credits that are transferable to other provinces or to post-secondary institutions
- Support for mental and physical health

Students were equally clear about what they want less of:

- Lecture-style classes
- Homework
- Political perspectives forced on students
- Focusing on grades rather than on subject matter
- Transitions/Connections blocks
- Unreasonably firm timelines
- Teachers purchasing supplies with their own money
- Unreasonable expectations

Based on the extensive consultations of 2013 and the follow-up with students and community members in 2018, the Board is able to commit to the following vision, mission and values as a precursor to its declaration of strategic priorities for 2019 to 2023:

Vision:

*Preparing today's learners for tomorrow's world.
Intruisons nos jeunes pour la monde demain.*

Mission:

The Qualicum School District is a dynamic, flexible learning community that:

- Provides personalized educational experiences that complement traditional disciplines and structures to honour the unique needs, strengths, interests and learning styles of our students;
- Maintains a learning environment that fosters the development of empathy, respect and social responsibility in our learners through strong partnerships between home, school and the broader community;
- Embraces a spirit of curiosity and a passion for lifelong learning that prepares our students to become educated citizens and challenges them to become informed, confident, and creative designers of their own future;
- Is committed to weaving Indigenous learning throughout the educational experiences of all learners; and,
- Brings a trauma-informed lens to the work that we do with learners.

Values:

In the Qualicum School District, we value:

- Student voice, choice and partnerships;
- Support for students' engagement in their learning
- Hands-on learning that builds skills, knowledge and competencies;
- Inclusion of all learners and system wide support for diversity;
- Community partnerships in support of learning
- Choice and flexibility in educational programming and structures;
- Experiential learning that builds relevant skills, knowledge and competencies;
- Personalization of learning based on an understanding of the unique needs, strengths and passions of each student;
- Educating the whole child – heart, body and mind;
- Social responsibility and environmental sustainability;
- A collaborative mindset and the time for meaningful, focused collaboration;

- Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings;
- Use of technology to enhance learning;
- Our connections with place and community;
- Recognition and celebration of success, effort and accomplishment; and,
- Experiences that bring joy in the pursuit of learning.

Guiding Principles for Organizational Decision-making:

- Our primary focus is to meet the needs of all learners where they are, and planning for the next steps in their journey.
- The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners.
- Parents and the broader community are our partners in education - we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students.
- People are the most valuable asset in our organization - we invest in this asset when we provide opportunities for employees and volunteers to further their own knowledge, skills and competencies in deep, purposeful and relevant ways.
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels – we expect everyone in our district to demonstrate a commitment to system change and improvement.
- We care deeply about the impacts of our work – that is evident when we access and use credible information to develop plans, measure progress and inform decision-making.
- Public education has a key role to play in creating an understanding of the harm caused by colonialism and residential schools, as well as an obligation to move forward on a path toward reconciliation.

Strategic Priorities:

The strategic priorities in the 2019 to 2023 Strategic Plan flow from the priorities of the previous plan, which were:

- Increasing engagement of learners by providing personalized educational experiences
- Responding to the diverse social/emotional needs to increase their chances of success
- Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners
- Integrating technology effectively in order to broaden and deepen learning for all

These four priorities remain central to the new plan, and will remain profiled throughout the district in the form of window postings in all schools and district locations. The following three priorities for the 2019 to 2023 Strategic Plan align with the first three from the previous plan, but given the extent to which technology has become pervasive and transparent in its use throughout the district, the fourth priority (technology) no longer needs to stand alone.

For 2019 to 2023, the three strategic priorities, and their critical components, are:

Strategic Priority 1	Components
<p>Student-Centered Learning (Learner Focused)</p>	<ul style="list-style-type: none"> • Student choice in their learning • Student choice in their assessment methods • Student voice in the design of learning • Indigenous understandings at the forefront • Recognition of and support for unique needs • Flexible and responsive structures and programs • Varied and differentiated learning environments • Multiple pathways to success for learners • Inter-disciplinary approaches to teaching and learning • Co-curricular (complementary) learning opportunities • Technology as an embedded component of learning
Strategic Priority 2	Components
<p>Quality Teaching and Leadership</p>	<ul style="list-style-type: none"> • Learner-focused instruction and support • Multiple points of entry to learning for students • Differentiated instruction • Competency-based focus for teaching and learning • Commitment to the new curriculum • Improved assessment and evaluation practices • Continuous communication of student learning • Instruction oriented to “next steps” in learning • Support for experiential learning experiences • Commitment to self-reflection as part of learning • Use of technology as a support for learning • Collaboration with colleagues

Strategic Priority 3	Components
<p>Social/Emotional Learning</p>	<ul style="list-style-type: none"> • All learners “bringing themselves fully” to learning • Use of a trauma-informed lens in service to children • Focus on belonging, inclusion and connection • Commitment to health and well-being of all • Focus on supports for self-regulation of learners • Support for learners developing resiliency • Taking a growth-oriented approach to all learning • Ensuring optimal supports for vulnerable learners • Accessing all available resources in our communities

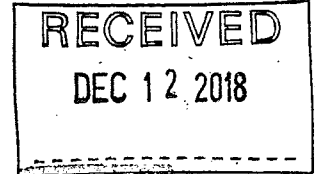
Next Steps:

- Senior staff will work with district-wide leadership teams, including teachers, support staff, principals and vice-principals, parents and community partners, to share these strategic priorities and engage in dialogue about how they come to life every day.
- Senior staff will ensure that all planning and documentation, including the *First Nations, Métis and Inuit Education Enhancement Agreement* and the school district *Enhancing Student Learning* plan, reflect and build on the strategic priorities.
- The Board and senior staff will use the strategic priorities in annual and ongoing budget and facilities planning.
- Senior staff will work with district leaders, including principals and vice-principals, to develop means of monitoring success in relation the components of each of the strategic priorities, and will then track and report those trends over time.



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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



Rudy Terpstra
Principal

Lesley LaCouvee
Vice-Principal

Jane Reynolds
Vice-Principal

December 11, 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 Ballenas Secondary School field experience trips to the the Kennedy Spaceflight Center in Florida and the Smithsonian Institution in Washington DC as part of the Student Spaceflight Experiments Program – International Space Station. The students have a project that is going to the International Space Station. The dates are still to be determined, but they will happen in late June or early July 2019.

Students will be travelling with Mr. Savage. Right now details are to be determined.

We would ask that the Board grant approval in principle for these two trips.

Respectfully submitted,

Rudy Terpstra, Principal
Ecole Secondaire Ballenas Secondary School



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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Parksville, BC V9P 2H4
Telephone: (250)248-5721 Fax: (250)954-1531

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Rudy Terpstra
Principal

Kevin McKee
Vice-Principal

Jane Reynolds
Vice-Principal

Lesley LaCouvee
Acting Vice-Principal

December 10, 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 is to inform the Board of Education of SD69 of the intent of two field trips for a group of five students and one teacher as part of the Student Spaceflight Experiments Program - International Space Station.

Trip One: To the Kennedy Spaceflight Center in Florida, USA for the launch of their experiment and a science poster presentation on their experiment for NASA employees and the general public. The date of the launch has yet to be finalized but it will most likely be in the middle of June 2019.

Trip Two: To the Smithsonian Institution in Washington D.C. USA for the presentation of their findings at a science conference. The date of the conference has yet to be finalized but it will be around the end of June or beginning of July 2019.

For this group of students, all of whom will be going into the sciences in post-secondary, these trips offer insight into their potential future as they will have followed the full scientific process from conception of the question to presenting their findings.

Students will be travelling with the appropriate number of chaperones for the group size.

I would ask that the Board grant approval in principle for these trips.

Respectfully submitted,

Carl Savage
Ecole Secondaire Ballenas Secondary School

Introduction:

You are receiving this email because your child has selected to be part of the Ballenas SSEP Experiment Team. This team is a group of five students and myself, Carl Savage, that are designing, building and testing an experiment that will be launched from the Kennedy Spaceflight Centre in Florida in June of this school year aboard a Space X rocket. The results of their experiment will be presented at a science conference at the Smithsonian Institution in Washington D.C.

Travel:

As of December, 2018 the dates have not been finalized for the two events. However, I can give you a general outline:

Kennedy Spaceflight Center Orlando Florida

Mid-June of 2019

- Day 1 (Two days before launch): Leave Nanaimo Airport for Orlando Florida.
- Day 2 (One day before launch): Meet with SSEP and NASA about launch protocols and safety.
- Day 3 (Day of launch): Launch and poster presentation to the general public and NASA employees.
- Day 4 (Extra day in case the launch is postponed): If launch is postponed launch and poster presentation to the general public and NASA employees: tour Spaceflight Center.
- Day 5 Fly to Nanaimo

Smithsonian Institution Washington DC

End of June/beginning of July

- Day 1: Leave Nanaimo Airport for Washington D.C., sightseeing if time permits
- Day 2: First day of conference, sightseeing if time permits
- Day 3: Second day of conference, sightseeing if time permits
- Day 4: Sightseeing if time permits, return flight to Nanaimo

The total cost for the two trips per student is to be determined, but will include a deposit of \$1000.00 to hold a spot. If needed we will be using a seven passenger minivan for transportation while in Florida, in Washington we will be using public transport.

There will be an information night in late April or early May to review the final itinerary and the final payment will be due on that date.

The following are included in the fees:

- Ground transport
- Hotel
- All entrance fees
- Breakfast, lunch and dinner
- Trip insurance

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, School District 69, and the Student Spaceflight Experiment Program. 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 launch safety precautions have been taken by the organizer of the event, the National Aeronautics and Space Administration and SpaceX. There will be safety briefings and restricted areas that the students will be expected to abide by. At the conference all students are expected to abide by the rules set out by the Student Spaceflight Experiment Program.

Emergency plan:

In the event of a medical emergency we have located medical centres in/or near locations that we will be at. At Kennedy Spaceflight Center and the Smithsonian Institution there will be First Aid attendants. Victor Kamel is our primary First Aid attendant and has his Standard First Aid certification.

In the event of an emergency I will have my personal cellphone with me at all times. The cell phone number is 1-250-240-9425 and 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

Please note that there will be limited access to email through the hotel Wi-Fi and workstations. If your child plans to bring a personal cell phone, please be aware that roaming charges will apply and are the responsibility of the cell phone owner. The school, School District or Board of Education are not responsible for student cell phone/data charges.

What you need to do:

- Your child will be bringing 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.
- Ensure that their Passport is up to date and that if they need a VISA to enter the USA that this is done as soon as possible.
- 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.



FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

Out of Province but within Canada and/or Continental USA or Off-Continent

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Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- 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?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)?
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Will 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.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract

- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
 - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form

- Principal to forward copy of following information to District Office for review and Board of Education approval:
 - Cover letter from Educator-in-charge
 - Letter of Support from Principal requesting preliminary approval from the Board of Education
 - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: BSS
 Educator-in-Charge: Carl Savage
 Proposed Destination: Launch of payload and presentation of science poster
 Proposed Departure Date: June TBA 2019 Proposed Return Date: June TBA 2019
 Area of Study: STEM Grades: 12
 Educational Purpose of Trip: Deployment of Science Experiment on the International Space Station
 Total No. of Students: 5
 Total Projected Cost:
 Projected Cost per Student: _____ Projected Built-in Cost per Teacher: _____ Projected Cost to Teacher (if any): _____

Proposed Excursion Details (Planning Form attached): Yes No (If no, please explain below)
Launch date has not been finalized by SpaceX and NASA
 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: There are five male students I will be the only supervisors. Transport

Category 4 Out of Province Field Experience - Preliminary Approval		
Educator-in-Charge (please print): <u>Carl Savage</u>	Date (day/month/year): <u>05/12/18</u>	Educator-in-Charge signature:
Principal Name (please print): <u>Rudolf Terpstra</u>	Date (day/month/year): <u>06/12/2018</u>	Signature indicating preliminary approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge



FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

Out of Province but within Canada and/or Continental USA or Off-Continent

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Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- 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?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)?
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Will 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.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract

- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
 - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form

- Principal to forward copy of following information to District Office for review and Board of Education approval:
 - Cover letter from Educator-in-charge
 - Letter of Support from Principal requesting preliminary approval from the Board of Education
 - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: BSS
 Educator-in-Charge: Mr. Carl Savage
 Proposed Destination: Smithsonian Institution Washington D.C
 Proposed Departure Date: TBA June or July 2019 Proposed Return Date: TBA June or July 2019
 Area of Study: STEM Grades: 12
 Educational Purpose of Trip: Presenters at a science conference
 Total No. of Students: 5
 Total Projected Cost:
 Projected Cost per Student: _____ Projected Built-in Cost per Teacher: _____ Projected Cost to Teacher (if any): _____
TBA

Proposed Excursion Details (Planning Form attached): Yes No (If no, please explain below)
Dates of conference have not been finalized at this time
 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: There are 5 male teacher students going and I will be the only supervisors.

Category 4 Out of Province Field Experience – Preliminary Approval		
Educator-in-Charge (please print): <u>Carl Savage</u>	Date (day/month/year): <u>05/12/18</u>	Educator-in-Charge signature:
Principal Name (please print): <u>Rudy Terpestra</u>	Date (day/month/year): <u>06/12/2018</u>	Signature indicating preliminary approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Policy

For the purpose of this document, **Common Medical Conditions** include: anaphylaxis, asthma, diabetes, and epilepsy.

The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:

- Supporting students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being
- Empowering students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
- Supporting parents/guardians to feel confident that their child is safe at school and during school related activities, and has the same opportunities as other students to fully access the education system
- Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
- Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
- Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency

References:

- *Administrative Procedure: Student Health – Common Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Page 1 of 10

For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

DEFINITIONS

Anaphylaxis – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

Asthma – is a chronic, inflammatory disease of the airways in the lungs

Diabetes – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

Health Care Provider – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Medical Emergency – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

School – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

School staff – all school staff, including occasional staff.

Self-Management – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of their ability to confidently and independently manage their medical condition(s). The students' journey to reach their full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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ROLES AND RESPONSIBILITIES

Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self-management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Common Medical Conditions

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.

Students are required to:

- Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review their Plan of Care as appropriate
- Carry-out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g. carry their medication and medical supplies; follow

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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- school board policies on disposal of medication and medical supplies)
- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with their parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school
- Wear medical alert identification that they and /or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

School Staff

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on **common** medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, **common** school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with **common** medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with **common** medical conditions to participate in school to their full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with **Common Medical Conditions**, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

Principal or Designate

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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Principal or designate.

This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
 - ii. each year during the first week of school
 - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a **common** medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
 - Maintain a file with the Plan of Care and supporting documentation for each student with a **common** medical condition
 - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
 - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
 - Encourage the identification of staff who can support the daily or routine management needs of students in the school with **common** medical conditions, while honouring the provisions within their collective agreements
 - Maintain appropriate storage of medications or medical devices for students with **common** medical conditions
 - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
 - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
 - Ensure, with consent, an updated photo with key emergency information is available to staff
 - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
 - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
 - Maintain a list of school personnel who have received training
 - Promote supportive learning environments recognizing the need for an accepting social climate for students with **common** medical conditions

Superintendent of Schools or Designate

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with **common** medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

DRAFT DECEMBER 13, 2018

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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The Superintendent or designate is expected to:

- Make available training and resources on **common** medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and **common** school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with **common** medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a **common** medical condition

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a **common** medical condition.

The Plan of Care for a student with a **common** medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a **common** medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with **common** medical conditions and, as appropriate, others who are in direct contact with students with **common** medical conditions (e.g. food service providers, transportation providers, volunteers).

COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

DRAFT DECEMBER 13, 2018

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Page 6 of 10

At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:

Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child; sign the form yourself and return it to the school office as soon as possible.

FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT

Anaphylaxis Risk Reduction

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in their Plan of Care.

RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they will direct further needs with, may provide input when necessary the assistance of to the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

Supervision and/or Administration of Medication to Children

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

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Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have their medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking measures are in place, understood by all parties, and maintained;
- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be **aware informed** of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

AWARENESS TRAINING/RESOURCES

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency

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- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

REPORTING/DOCUMENTATION

For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

LIABILITY

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common law**, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

- (2) Subsection (1) applies to,
- ...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

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APPENDICES: FORMS

References:

- *Board Policy 8005: Student Health – **Common** Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

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POLICY STATEMENT

The Board of Education of SD69 (Qualicum) considers the health, safety and wellbeing of students and employees to be of paramount importance. The Board **of Education** recognizes **how impairment can adversely affect an individual's conduct, capability, performance at work, and their general wellbeing.** that impairment in the workplace may present a significant and undue risk to students and staff. As such, the Board prohibits the use of any impairing substances during working hours including during break periods and before work (if it may reasonably be foreseen to result in impairment while at work).

It is the intent of this policy:

- **to promote the health, safety and wellbeing of employees by achieving a balance between supporting individuals who admit to a problem in order to get help and protecting students and employees from undue risk;**
- **to create a culture that encourages employees with substance use disorders to seek help at an early stage in the knowledge that they will be supported to overcome their difficulties;**
- **to reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace;**
- **to ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements; and,**
- **to respect the dignity and privacy of individuals.**

SCOPE

This policy and attendant related administrative procedure (collectively this "policy") are designed to prevent and address impairment at work. This policy applies to all employees (including supervisors and managers), whether permanent, temporary, casual, contract, or student workers. Volunteers **and contractors** are also subject to this policy and are included within the definition of employee under this policy.

For the purposes of this policy impairment is not limited to the effects of impairing substances such as illicit drugs, cannabis or alcohol. Impairment is commonly thought to refer to only drugs and alcohol. It extends to include impairment arising from the use of medications, **physical and mental** health issues, (example, diabetic suffering from insulin instability) and fatigue. **See Appendix I for definitions pertaining to this policy.** Non-prescription drugs may also affect an individual's ability to work safely. For this reason, any observations/concerns an employee may have regarding impairment in the workplace must be reported to a supervisor for follow-up.



STATEMENT OF INTENT

It is the intent of this policy:

- **to promote the health, safety and wellbeing of employees by achieving a balance between supporting individuals who admit to a problem in order to get help and protecting students and employees from undue risk;**
- **to create a culture that encourages affected employees to seek help at an early stage in the knowledge that they will be supported to overcome their difficulties;**
- **to reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace;**
- **to ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements; and,**
- **to respect the dignity and privacy of individuals.**

APPLICATION

The Board of Education prohibits the use or consumption of impairing substances at work or in the workplace.

The Board of Education prohibits the possession, manufacture, distribution, storage, offering for sale, or sale of impairing substances by any individual at work or in the workplace, either inside or outside of working hours. Such activity may be reported immediately to the police.

Anyone who is reasonably suspected of not being fit for duty will be required to leave work and if necessary will be provided with safe transportation home or to required medical attention.

The Board of Education will support employees who require accommodation under human rights law, by assisting with access as appropriate to programs, services, benefits, or work modifications, and the authorized use of prescribed medications.

The Board of Education will ensure that employees are provided with information on the risks of impairment at work, with specific consideration to using impairing substances and the negative impact that these have on job performance and health and safety.



DUTY TO REPORT

All employees and volunteers are in a position of trust. They are expected to be fit for duty and able to perform their work safely, competently, and efficiently productively, consistent with how they function under normal or usual conditions.

The Board of Education holds its employees and volunteers to a duty to **immediately** report impairment or potential impairment in the following circumstances:

- **Prior to commencing work**, if an employee/volunteer believes his/her **their** ability to work is impaired for any reason.
- if an employee/volunteer has witnessed behaviours or received information that leads him/her **them** to believe that another employee's/volunteer's ability to work is impaired for any reason.
- If an employee believes his/her ability to work may be impaired due to addiction issues, he/she is required to self-disclose to the employer, before any substance-related incident or near miss occurs.

An employee who self-discloses will be offered support/treatment.

NON-COMPLIANCE

Non-compliance with this policy, including but not limited to a failure by an employee to disclose addiction **that** their ability to work is impaired, may result in disciplinary measures up to and including termination. ~~for non-compliance with this requirement.~~

REGULATORY REQUIREMENTS

Under Section 116 (2)(d) of the ***Workers Compensation Act***, a worker is required to ensure that the worker's ability to work without risk to his or her health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.

Sections 4.19 and 4.20 of the ***Occupational Health and Safety Regulation*** include the obligations of workers to advise their employer if their ability to safely perform their work is **affected by alcohol, a drug or other substance impaired for any reason**, and to not knowingly do work where their impairment may create an undue risk to themselves or anyone else.

The same sections of the Regulation include the obligations of employers to not assign impaired workers to activities where their impairment may create an undue risk to the worker or anyone else, and to ensure that workers whose impairment endangers the worker or anyone else, do not remain at the workplace.

The ~~***Cannabis Control and Licensing Act***~~ (proposed BC legislation) expressly prohibits consumption of Cannabis in any form in schools or on school property and places vicarious liability on the employer to ensure compliance with the legislation.

~~**The Canadian Human Rights Act defines dependence on drugs or alcohol (substance dependence) as a disability. This means that when an employee is diagnosed with**~~



substance dependence, they have a right to be accommodated by their employer, to the point of undue hardship for the employer. As with all other disabilities, the employee, the employer, and union and/or employee representatives must all cooperate to find reasonable accommodation for the employee.

When an employer observes changes in an employee's attendance, performance or behaviour that may indicate possible substance dependence, it triggers the employer's legal obligation to initiate a discussion with the employee about a need for accommodation of a disability. This is called the duty to inquire.

References:

- Workers Compensation Act, RSBC 1996, c.492, s.2
- Occupational Health and Safety Regulation, BC Reg 296197
- Controlled Drugs and Substances Act, SC 1996, c.19
- Cannabis Control and Licensing Act, SBC 2018, c.29
- Cannabis Distribution Act, SBC 2018, c.28
- Canada Human Rights Act, RSC 1985, C. H-6
- Criminal Code, RSC 1985, c.-46
- Tobacco and Vapour Product Control Act, RSBC 1996, c.451
- Administrative Procedure 8003: Impairment in the Workplace



APPENDIX 1 – DEFINITIONS

<p><u>Fit for Duty</u></p>	<p><u>A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.</u></p>
<p><u>Work</u></p>	<p><u>Any task or activity performed for or on behalf of the School District 69, any task or activity associated with an employee's employment with the School District 69, or any task or activity where the employee is seen as acting as a representative of the School District 69, including (but not limited to) student field trips, or when an employee has contact with students. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for the School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.</u></p>
<p><u>Workplace</u></p>	<p><u>School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by the School District, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.</u></p>
<p><u>Impairing Substance(s)</u></p>	<p><u>Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee's ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.</u></p>
<p><u>Impaired/Impairment</u></p>	<p><u>A deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or</u></p>



	<u>their ability to perform their job safely and competently, such as driving or operating machinery.</u>
<u>Medication</u>	<u>A substance obtained legally, either over-the-counter or through a doctor's prescription, that is taken in accordance with a doctor's directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.</u>

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PURPOSE

1. The purpose of this administrative procedure is to set out how the School District 69 will handle impairment in the workplace, as well as the roles and responsibilities in relation to this matter.
2. This administrative procedure must be read in conjunction with the Policy 8003: Impairment in the Workplace.

School District 69 – Qualicum is committed to protecting students, employees, volunteers and the public from the potential impacts of impairment in the workplace stemming from inappropriate use of alcohol and drugs. School District 69 and its employees have a responsibility to ensure that the workplace remains a safe and healthy environment for all.

School District 69

All individuals who are employed by or carry out business for the School District are expected to report to perform their assigned duties safely and acceptably without impairment due to the inappropriate use or after effects of use of alcohol, illegal drugs, medications or any other mood altering substances that may endanger their health and safety or that of any other person (WorkSafeBC Regulation, Part 4, 4.20(1) (2) (3)).

ROLES AND RESPONSIBILITIES

3. All individuals who are employed by or carry out business for the School District are expected to report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and the safety of others.

Employees and Volunteers

3. Employees and volunteers must:
 - a. Understand and abide by this policy and related administrative procedure;
 - b. Do not consume during work or report to work while impaired by alcohol, illegal drugs, mood altering substances or misuse of medications.
 - b. be fit for duty at work and in the workplace; Report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and that of others.**
 - c. ensure that their ability to perform their job duties is not negatively affected by the use or after-effects of impairing substances;**
 - d. consult with their physician and/or pharmacist to determine if their underlying health condition or their use of any medication may affect their fitness for duty or the safety of any person at work or in the workplace;**
 - e. advise their supervisor if they are taking or have taken any impairing substance or are experiencing symptoms arising from an underlying health condition that may**

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negatively impact their fitness for duty or the safety of any person at work or in the workplace;

- ~~f. Have a duty to report suspected impairment in the workplace and/or substance dependency which may impact safety in the workplace. Ask another supervisor or the Director of Human Resources or designate Health and Wellness Coordinrator for assistance if the unsafe or questionable actions involve a supervisor. advise their supervisor or the Health and Wellness Coordinator or designate, in a confidential manner if they reasonably believe another employee is not fit for duty;~~
- f. remain fit for duty or decline unscheduled shifts if impaired; and,
- ~~g. Seek advice. Any employee deciding to utilize the resources available through ~~the~~ School District 69 to medically assess and/or treat substance use disorder and must also then agree to comply fully with all requirements of this policy, including treatment recommendations made by an addiction specialist, participation in medical assessments, return to work evaluations, and a Return to Work Agreement with mandatory monitoring requirements.~~
- ~~h. All Employees participating in a School District 69 program must follow all recommendations made by an addiction specialist which may include monitoring a substance abuse program or relapse prevention program strategies after primary treatment for alcohol or drug dependency.~~
- ~~i. Report unsafe and questionable actions to a supervisor.~~
- g. **immediately inform their supervisor if their job role requires a valid driver's licence and their driving privledges are lost, revoked, or suspended due to impaired driving, including but not limited to charge, suspension, or conviction while on or off duty.**
- h. Practice confidentiality.

Supervisors and managers

- 4. Supervisors and managers must:
 - a. play a key role in the communication, implementation and monitoring of this administrative procedure and related policy;
 - b. **work with human resources to proactively identify and manage issues concerns relating to impairment;**
 - ~~c. manage performance, behavioural, attendance and safety issues;~~
 - d. **collaborate with the Health and Wellness Coordinator or designate, union and employee to provide support and accommodation in accordance with human rights law;** to employees with substance use disorders and to support and develop a return to work plan;
 - e. ~~collaborate with the Health and Wellness Coordinator, Director of Human Resources or designate, Union and employee to support/develop a return to work plan;~~
 - f. provide for the safe removal from work of an impaired employee or an employee who is not fit to work when required; **address any situation where an employee**

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- is reasonably suspected of being not fit for duty, including but not limited to prohibiting operation of a motor vehicle;
- g. record relevant information about any incident of suspected impairment and report it without delay to the Health and Wellness Coordinator or designate; and, report non-compliance of return to work agreement to the Director of Human Resources or designate; and,
 - h. foster a workplace culture that encourages employees to self-disclose and seek support for any conditions or concerns about impairment and to understand how this affects their job performance or compromises workplace health and safety. ; and,
 - i. practice confidentiality.

Senior Staff

5. Senior staff must

- a. Provide awareness of this policy, administrative procedure and consequences for breaches including failure to report.
- b. Foster an environment that supports voluntary treatment for substance use disorder.
- c. Ensure initiatives for education, early detection, intervention and rehabilitation.
- d. Provide a safe work environment for students, staff, volunteers, contractors and the public.
- e. Practice confidentiality.

CONFIDENTIALITY

- 5. All disclosures or discoveries of impairment in the workplace will be treated confidentially and with empathy. and without judgement.
- 6. Any details pertaining to an employee's impairment or suspected impairment in the workplace will not be shared unless the employee gives consent. The exception is when consent is not given, or not capable of being given, and there is an immediate risk of harm to the individual or others. Under such circumstances, only those who need to know in order to reduce the risk of harm, may be told.

School District 69 believes that substance use disorder is a treatable disease and will promote self-awareness and voluntary referral for assistance to enable employees with a substance use illnesses to get well. School District 69 will support the rehabilitation and return to work of employees who are experiencing difficulties with substance use disorder.

School District 69 recognizes that prevention and early intervention improves the probability of lasting recovery. School District 69 will seek to provide education, early detection, intervention and rehabilitation initiatives.

Individuals who believe they have or are developing an alcohol and/or drug problem are expected to assume responsibility and seek assistance from their personal physician(s) and or appropriate community resources before their job performance is affected or violations of this policy and related administrative procedures occur

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~~School District 69 employees may access the Employee & Family Assistance Program. Employees may also seek assistance from the School District 69 Director of Human Resources or designate.~~

~~Individuals who suspect or recognize a substance use disorder or emerging alcohol or drug problem in others should seek advice from their supervisor before worksite or personal safety is compromised or violation of this policy and guidelines occur. Individuals are required to report unsafe acts and illegal activities to their supervisor.~~

~~All employees are required to use medications responsibly, both prescribed and over the counter. Employees are expected to consult with their physician or pharmacist to determine if the medication used will have any potential negative effect on attendance, behaviour, job performance and safety. A medical assessment may be required by the Director of Human Resources or designate to determine fitness for work while taking psychoactive medication.~~

~~In the case of medically authorized use of cannabis, **The Board of Education will require** valid medical proof of disability and the necessary medical confirmation that the employee is using in **order to consider medical accommodations**. A valid medical authorization shall set out the daily quantity of use along with the period for which the individual is authorized to possess and consume cannabis.~~

~~Notwithstanding the above, even with the medical authorization for its use, there is no attendant right for an individual to be impaired in the workplace.~~

~~Recreational use of cannabis (or any other mood altering substance) in the workplace is not acceptable, nor is the impairment of an employee, volunteer or contactor due to use.~~

~~Employees, who believe that their use of prescribed medications may have an adverse effect on their performance including safety issues, are required to report this to **the School District's Health and Wellness Coordinator**, who may consult with the Director of Human Resources or the Supervisor to assist with any necessary accommodations to their jobs such as modified hours or duties.~~

ROLES AND RESPONSIBILITIES

Employees and Volunteers

- a. ~~Understand and abide by this policy and related administrative procedure.~~
- b. ~~Do not consume during work or report to work while impaired by alcohol, illegal drugs, mood altering substances or misuse of medications.~~
- c. ~~Have a duty to report suspected impairment in the workplace and/or substance dependency which may impact safety in the workplace. Ask another supervisor or the Director of Human Resources or designate for assistance if the unsafe or questionable actions involve a supervisor.~~
- d. ~~Decline unscheduled shifts if impaired.~~
- e. ~~Seek advice. Any employee deciding to utilize the resources available through School District 69 to medically assess and/or treat substance use disorder, must also then agree~~

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to comply fully with all requirements of this policy, including treatment recommendations made by an addiction specialist, participation in medical assessments, return to work evaluations, and a Return to Work Agreement with mandatory monitoring requirements.

- f. ~~All Employees participating in a School District 69 program must follow all recommendations made by an addiction specialist which may include monitoring or relapse prevention strategies after primary treatment for alcohol or drug dependency.~~
- g. ~~Report unsafe and questionable actions to a supervisor.~~
- h. ~~Practice confidentiality.~~

Supervisors

- ~~Play a key role in the communication, implementation and monitoring of this policy and related administrative procedure.~~
- ~~Manage performance, behavioural, attendance and safety issues.~~
- ~~Provide support and accommodation to employees with substance use disorders.~~
- ~~Collaborate with the Director of Human Resources or designate, Union and employee to support/develop a return to work plan.~~
- ~~Provide for the safe removal from work of an impaired employee or an employee who is not fit to work when required.~~
- ~~Report non-compliance of return to work agreement to the Director of Human Resources or designate.~~
- ~~Practice confidentiality.~~

Senior Staff

- ~~Provide awareness of this policy, administrative procedure and consequences for breaches including failure to report.~~
- ~~Foster an environment that supports voluntary treatment for substance use disorder.~~
- ~~Provide a safe work environment for students, staff, volunteers, contractors and the public.~~
- ~~Practice confidentiality.~~

Union

- ~~Promote early, voluntary self-reporting of substance use disorders.~~
- ~~Work with the employer to advise employees of options to promote safety, health and wellness.~~
- ~~Collaborate with supervisors, Director of Human Resources or designate and employees to develop a return to work plan where required.~~
- ~~Support and assist the employee during return to work.~~
- ~~Support the development and delivery of staff education programs.~~
- ~~Practice confidentiality.~~

POLICY IMPLEMENTATION GUIDELINES

4. For Employees

~~School District 69 will deal with employees with substance use disorders in the same manner as other diseases which can negatively affect safety, attendance, performance and behaviour. It is not the School District's responsibility to diagnose, but rather to~~

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~~intervene in a timely way to reduce risk of unsafe acts and to offer referral to counseling, assessment, assistance and ongoing support for recovery.~~

~~Undiagnosed, untreated and/or under treated substance abuse presents an extraordinary level of risk since these disorders are generally progressive in nature. The workplace is an effective venue for early detection and treatment referrals. It is important to avoid making the kinds of adjustments and compromises that will enable the continuation of problematic behaviours and interfere with employees getting timely assistance. Individuals are encouraged to approach co-workers, if substance misuse or dependency is suspected, to express concern regarding their health and encourage them to seek assistance.~~

ACCESS TO ASSISTANCE

7. Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP) available at: www.workhealthlife.com or 1-844-880-9142. All employees can self-refer to the EFAP and this service is free and confidential.
8. All Employees are also encouraged to seek assistance from their immediate supervisor, and/or the School District's Health and Wellness Coordinator.
9. MATA members are encouraged to seek support through the BCTF Health and Wellness Program. CUPE members will be supported through the Joint Early Intervention Service.

~~Employees may access assistance to address problems with impairment (their own or that of colleagues) by:~~

- a. ~~Contacting the Health and Wellness Coordinator and/or seeking advice from their Union representatives;~~
- b. ~~Contacting appropriate resources within the community; and,~~
- c. ~~Consulting their personal physician(s).~~
10. ~~The Board of Education will make information on resources available through a variety of means (such as pamphlets, posters and website) to enable employees to self refer. The Health and Wellness Coordinator will collaborate with Union representatives to inform employees about the available options for assessment, treatment, rehabilitation and return to work.~~
11. ~~The Board of Education will ensure that employees are provided access to assessment, treatment and rehabilitation and that they may access any benefits to which they are entitled. During the return to work phase, the Health and Wellness Coordinator will collaborate with the employee and union representative to accommodate attendance at monitoring sessions, physician appointments related to substance use disorder and/or support group meetings with minimal disruption to the department's work flow and scheduling.~~

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MEDICAL ACCOMMODATIONS

- ~~10. However, people with substance dependence may not recognize or admit that they have a disability. As well, stigma and fear of losing their job can make them reluctant to admit there is a problem.~~
10. It is the employee's responsibility to disclose their accommodation needs. However, there may be circumstances when a supervisor or manager notices changes in an employee's attendance, performance or behaviour, indicating possible issues with impairment. These circumstances may trigger a legal obligation to initiate a discussion with the employee in order to determine whether there is a need for accommodation of a disability. Union representation will be offered. This is called the duty to inquire.
12. The process for intervening with an employee who self-discloses difficulties with impairment in the workplace or who is exhibiting a decline in attendance, performance, behaviour or a combination thereof which is impacting on his/her ability to do the job safely and effectively is detailed in the Guidance for Managing Impairment in the Workplace.
- ~~Early intervention is important. Do not ignore the problem. Treat the employee fairly, confidentially and respectfully.~~
 - ~~Do not accuse the employee; instead seek understanding and demonstrate concern.~~
 - ~~The supervisor and Director of Human Resources will meet with employee and union representative to outline the employee's work performance concerns.~~
13. All employees are required to use medications responsibly, both prescribed and over the counter and are expected to consult with their physician or pharmacist to determine if the medication used will have any potential negative impact on attendance, behavior, job performance and safety.
15. ~~Employees, who believe that their use of prescribed medications may have an adverse effect on their performance, including safety issues, are required to complete the medication advice form and submit this to the School District's Health and Wellness Coordinator. The Director of Human Resources or the Supervisor may be consulted with in order to assist in determining any necessary accommodations to their jobs such as modified hours or duties.~~
11. School District 69 will require a medical certificate from the employee's physician valid medical proof of disability and the necessary medical confirmation that the employee is using in order to consider medical accommodations. While adjustments or modifications may be offered to support an employee to improve their health and to remain safe at work, it should be understood that any such measures will be temporary and may be withdrawn at any time if they are unsustainable and lead to undue hardship for the School District 69.

Suspicion an Employee May Be Impaired At Work

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INTERVENING WHEN AN EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Employees

12. The process for intervening with an employee when a supervisor observes physical, behavioural or work performance indicators that suggest that an employee is impaired at work and not fit for duty is as described below in 12a through to 12i. The employee will be reminded by the Superintendent or designate of their right to have support, including through Union Representation if applicable.
- a. ~~16.~~ The supervisor or designate will investigate take immediate action to determine if the employee is fit for duty and will consult with the Health and Wellness Coordinator or designate (if the incident occurs during regular business hours).
- b. ~~17.~~ If the employee is deemed not fit for duty the Supervisor ~~and/or Director of Human Resources~~ will arrange for the employee to be removed from the work site. Contact is to be made with the police in situations where an employee is uncooperative and/or acting inappropriately.
- c. ~~18.~~ The supervisor will ask the employee to leave work and if necessary will arrange safe transportation for the employee to ~~his/her~~ their residence or to the care of another person and will determine if the employee needs to be accompanied. When there is concern for the employee's immediate health status, arrangement is to be made for transport to medical assistance.
- d. ~~19.~~ The supervisor will document observations and actions taken as soon as possible following an incident and will report to the Health and Wellness Coordinator or designate, by completing an Workplace Impairment Incident Form.
- e. ~~20.~~ If the nature of the impairment is serious and there was an immediate risk of harm to the individual or others, the supervisor will notify the Director of Human Resources and the Superintendent as soon as possible that the employee was not fit for duty and the subsequent actions that were taken.
- f. ~~21.~~ NOTE: After regular business hours, the person designated in charge of a worksite or department will follow the above process. If required, he/she they may contact the appropriate supervisor on call for the department to seek advice and assistance. Observations and actions taken are to be documented and provided to the supervisor at the earliest opportunity.
- g. ~~22.~~ The employee will remain off work ~~with pay~~ pending further investigation.
- h. ~~23.~~ The supervisor ~~and/or the Health and Wellness Coordinator~~ or designate will contact the employee ~~the next business day~~ as soon as mutually agreed following the incident to arrange a meeting for the purposes of understanding the nature of the impairment and deciding what further action or support is needed.

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- i. 24. The employee and a union representative will be required to meet with the supervisor and the Health and Wellness Coordinator **or designate** prior to any return to work being approved. **A Medical Clearance Certificate may be requested from the employee's physician.**
- j. ~~25. The process for intervening with an employee who self-discloses difficulties with impairment in the workplace or who is exhibiting a decline in attendance, performance, behaviour or a combination thereof which is impacting on his/her ability to do the job safely and effectively The Guidance for Managing Impairment in the Workplace details further information on intervening and dealing with sensitive or difficult conversations associated with impairment.~~

INVESTIGATION

~~13. 26. Non-compliance with the Impairment in the Workplace policy and administrative procedure will be investigated by the Health and Wellness Coordinator the Director of Human Resources in order to review the employee's conduct, the extent of their culpability, and to determine whether the School District 69 has a duty to accommodate the employee under human rights law.~~

~~14. 27. The Director of Human Resources will initiate disciplinary action in circumstances of non-compliance with Board policy, where an employee is deemed to be culpable for their conduct. It should be noted that the existence of a recognized disability, such as a substance use disorder, will not prevent the School District 69 from considering discipline. Misconduct (such as assault, abuse, theft, causing harm or damage) or poor performance (including poor time keeping and poor attendance) arising as a consequence of impairment, may initially be investigated by the Director of Human Resources. This action is necessary to determine whether disciplinary action should be taken or whether the employee has protected characteristics under human rights law.~~

~~28. If an employee continually neglects to accept or adhere to the agreed the return to work arrangements or , continue with or respond to advice or treatment for a confirmed substance use disorder, or if their performance, attendance or behavior continues to be below acceptable standards, the situation will be viewed as a disciplinary matter.~~

INTERVENING WHEN A NON-EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Contractors

~~15. 29. Contractors must ensure individuals providing services to the School District **69 conduct** themselves in a manner consistent with this administrative procedure and related policy. In order to provide a safe work environment, ~~the~~ School District 69 will take reasonable steps to ensure contractors enforce the provisions of this administrative procedure and the related policy Impairment Policy with their employees, sub-contractors and agencies. Appropriate requirements will be built into all requests for proposals and contracts. Any contravention of this administrative procedure and the related policy will be considered a breach of contract~~

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which may result in penalties, suspension or expulsion of the individual involved, or termination of the contract.

16. ~~30.~~ If there is any reason to suspect a contravention of the policy or administrative procedure:
- The contractor, site supervisor and General Manager of Operations will be notified.
 - Any individual suspected of impairment will be respectfully removed from the premises and safe transport will be arranged at the contractor's expense.
 - The contractor and School District 69 will investigate the situation to determine if further action is required.
 - The individual will not be permitted to return to their contracted position without written permission from the General Manager of Operations.

Volunteers

17. ~~31.~~ Volunteers are expected to perform their assignments in a safe manner consistent with this policy and administrative procedure.

18. ~~32.~~ The School District 69 will ensure volunteers become aware of this administrative procedure and related policy. Copies of the policy and administrative procedure will be accessible for volunteers on the School District 69 website. Any contravention of the administrative procedure or policy will be considered grounds for immediate forfeiture of an individual's opportunity to volunteer.

19. ~~33.~~ If a volunteer contravenes this policy:
- The Principal will be notified.
 - The volunteer will be immediately and respectfully removed from her/his their assignment and may be removed from the premises by staff who will ensure safe transport from the school or activity site.
 - The Principal will investigate the situation and consult with the Superintendent of Schools or designate to determine any further course of action which may be required.
 - The volunteer will not be permitted to return to volunteer service without written permission from the Superintendent of Schools.

Access to Assistance

~~Employees may access assistance to address a substance use disorder (their own or that of colleagues) by:~~

- ~~• Contacting the Director of Human Resources or designate and/or seeking advice from their Union representatives.~~
- ~~• Contacting appropriate resources within the community~~
- ~~• Consulting their personal physician(s).~~

~~School District 69 will make information on resources available through a variety of means (i.e. pamphlets, posters and website) to enable employees to self refer. The Director of Human Resources or designate will collaborate with Union representatives to inform~~

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~~employees about the available options for assessment, treatment, rehabilitation and return to work.~~

~~The School District will ensure that employees are provided access to assessment, treatment and rehabilitation and that they may access any benefits to which they are entitled. During the return to work phase School District 69 will collaborate with the employee and union representative to accommodate attendance at monitoring sessions, physician appointments related to substance use disorder and/or support group meetings with minimal disruption to the department's work flow and scheduling.~~

RETURN TO WORK

- 20. 34.** Emphasis will be on fitness for duty and supportive reintegration into the workplace. Employees will be expected to provide a **medical clearance certificate** documentation from a physician specializing in addiction medicine declaring the employee is fit for duty and detailing any limitations/restrictions that may require temporary modification of their duties or longer term accommodations under human rights law. Employees are expected to comply with reasonable accommodation provided by School District **69**. **In some circumstances, such as when an employee's job role is safety sensitive or where an employee is in a position of authority, drug testing may be required as part of a relapse prevention program.**
- 21. 35.** **If an employee continually neglects to accept or adhere to the agreed the return to work arrangements or , continue with or respond to advice or treatment for a confirmed substance use disorder, or if their performance, attendance or behavior does not meet agreed upon standards, the situation may be viewed as a disciplinary matter.**

Return to Work Agreement Arrangements

- 36.** Return to work agreements (see Appendix 2 for an example) communicate the employer's expectations with respect to attendance, performance, behaviour and safe work practices following the employee's return to work. They are intended to assist employees in remaining alcohol/drug free and committed to their recovery programs and safe work performance.
- 22. 37.** Return to work arrangements will be set out in a written Return to Work agreements **Agreement which will set out the needs of the employee, and will** document the expectations and requirements agreed upon by School District **69**, the employee and his/her **their** union representative. The return to work agreement will include but not be limited to:
- a. ~~Agreement to participate in the relapse prevention agreement prescribed by the addiction specialist.~~
 - b. ~~Agreement to be monitored for compliance with the relapse prevention program agreement by a monitor acceptable to the School District. The Monitor will verify through regular visits and random testing that the employee is compliant with the relapse prevention agreement and will report compliance and/or non-compliance to the School District.~~

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- 37. Upon reasonable suspicion of a relapse, the Health and Wellness Coordinator School District 69 may request the Monitor to arrange appropriate testing within 24 hours and report whether employee is compliant or non-compliant to the Director of Human Resources or designate.
- 38. The Monitor will notify the Health and Wellness Coordinator of non-compliance will be reported immediately to the Director of Human Resources or designate by the Monitor **who**. The Director of Human Resources or designate **If test results indicate that the employee is non-compliant, the Health and Wellness Coordinator** will notify the supervisor that the employee is not medically fit for work pending medical assessment. The employee will not be permitted to work until a medical assessment by an addiction specialist has taken place and fitness for work recommendations have been received by the School District. The **Health and Wellness Coordinator** will advise the Union when employees are removed from work due to medical fitness concerns.

APPENDIX I

DEFINITIONS:

Addiction (Substance Use Disorder)	Refers to a maladaptive pattern of substance use leading to clinically significant impairment or distress as identified by the diagnostic criteria published by the American Psychiatric Association in the current issue of the Diagnostic and Statistical Manual.
Addiction Specialist	Refers to a physician certified in the specialty of addiction medicine.
Alcohol	Refers to the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl and isopropyl alcohol. Beverage alcohol includes but is not limited to beer, wine and distilled spirits.
Contractors	Refers to any persons providing services to School District 69 under a service contract or other agreement and not paid through the School District 69 payroll system.
Dependency	A primary, progressive, chronic and often fatal disease characterized by compulsive, obsessive use of drugs or alcohol or both. Dependency is characterized by a preoccupation with the drugs or alcohol, loss of control, increased tolerance, harmful consequences in one or more major life areas, denial and delusion.
Drug Psychoactive	A class of chemical substances that act on the central nervous system causing changes in behaviour, mood, perception, consciousness and cognition (the way a person acts, feels, and thinks). Psychoactive drugs can be classified into four broad categories: sedatives & hypnotics; stimulants; opiates; and hallucinogens & psychedelics. Includes alcohol, illicit drugs, medications, (including but not limited to narcotics, opioids,

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	anxiolytics, sedatives) solvents, and inhalants. For purposes of this policy, drugs of concern are those that affect an individual's potential or ability to perform their job safely and productively.
Employees	All persons who have an employment relationship with School District 69 and who are compensated through the School District 69 payroll system including Teaching, Support and Exempt staff.
Enabling	Enabling, in this context, is a negative activity that prevents the drug or alcohol dependent person from experiencing the natural consequences of their behaviour. It consists of ideas, feelings, attitudes and behaviours that unwittingly allow or encourage alcohol and drug problems to continue to worsen.
Fit for Work	Means an employee is able to perform the duties of the job with competence and in a safe manner as compared to established performance standards.
District Premises	Includes all land, property, structures, facilities, vehicles and equipment owned, leased, operated or otherwise controlled by School District 69.
Illegal Activities	Any behaviour considered unlawful. Some examples include driving while under the influence of any mood altering substance, selling illicit or prescription drugs or theft of drugs from School District 69.
Impaired	Being unable to perform job duties in a safe and competent manner due to a functional limitation.
Individuals	Refers to all persons under the scope of this policy who carry out business for School District 69 including employees, volunteers, students, contactors and employees of contactors.
Medication	Refers to a drug obtained legally either over the counter or through doctor's prescription.
Misuse	Means the intentional use of a prescribed and/or over the counter medication in a way that was not intended or under circumstances that pose a danger to the employee, his/her co-workers and/or the workplace.
Monitor	A health professional who has received training in both the management of individuals with substance abuse disorders and in the monitoring process. The monitor verifies, through face to face visits and random biological testing, that the employee is compliant with all aspects of the relapse prevention agreement and reports compliance or non-compliance to the employer.
Mood Altering Substance	A psychoactive substance which may impair health or safety including but not limited to alcohol, illicit drugs, prescription psychoactive medicine, inhalants and steroids.
Non-Compliance	Failure to comply with any or all aspects of the outlined post-treatment long term recovery plan as outlined by the Addiction Specialist
Relapse	The recurrence of using mood altering substances and engaging in old behaviours following a period of improvement.
Treatment	Recovery related activities as recommended by a physician specializing in addiction medicine.

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<u>Unsafe Acts</u>	Performing a task or carrying out any activity that subjects self and/or others to harm or danger.
<u>Fit for Duty</u>	<u>A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.</u>
<u>Work</u>	<u>Any task or activity performed for or on behalf of the School District, any task or activity associated with an employee's employment with the School District 69, or any task or activity where the employee is seen as acting as a representative of the School District, including (but not limited to) student field trips, or when an employee has contact with students. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for the School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.</u>
<u>Workplace</u>	<u>School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by the School District 69, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.</u>
<u>Impairing Substance(s)</u>	<u>Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee's ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.</u>
<u>Impaired/Impairment</u>	<u>A deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or</u>

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	<u>their ability to perform their job safely and competently, such as driving or operating machinery.</u>
<u>Medication</u>	<u>A substance obtained legally, either over-the-counter or through a doctor's prescription, that is taken in accordance with a doctor's directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.</u>

FINAL DRAFT

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APPENDIX 2

Substance Use Resources

Vancouver Island Health Authority – Youth and Family Substance Use Services
<http://www.viha.ca/youth-substance-use/services.html>

B.C. Partners for Mental Health and Addictions Information – General Information and free resources available. Phone: 1-800-661-2121
<http://www.heretohelp.bc.ca>

BC Mental Health & Substance use Services
<http://www.bcmhsus.ca/health-info/mental-health-substance-use-resources/bc-partners>

Alcohol and Drug Education Information and Referral Service
<http://www.ccdus.ca/Eng/Pages/Addictions-Treatment-Helplines-Canada.aspx>

Canadian Mental Health Association <https://cmha.ca/>

For Regular School District Employees

Employee & Family Assistance Program, BC
<http://www.efap.ca>
1-800-505-4929

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APPENDIX 2—Template

Return to Work Agreement

Between:

The Board of Education of School District 69 (Qualicum)

And

_____ (*Insert Name of Union*) (The Union)

And

_____ (*Insert Name of Employee*) (The Employee)

~~The Employer and the Employee (referred to as the Parties) enter into this Return to Work Agreement in good faith. The purpose of the Agreement is to support the Employee's rehabilitation and to establish a safe return to work plan (*consistent with the recommendations of the specialist*) while at the same time re-establishing a positive and productive employment relationship.~~

~~The Employer is committed to protecting employees, volunteers, students and the public from the potential adverse effects of the inappropriate use of alcohol and drugs.~~

~~The Employee understands that regular attendance, satisfactory job performance, appropriate behaviour and safe work practices are standard expectations following the Employee's return to work.~~

~~The Employee understands that regular attendance, satisfactory job performance, appropriate behaviour and safe work practices are standard expectations following the Employee's return to work.~~

~~The Parties agree to the following terms and conditions:~~

- ~~1. The Employee has provided a letter from Dr. (*name of addictions specialist*) dated (*date of letter*) advising that the employee is ready to return to work. The Parties therefore agree that the Employee will return to work commencing the week of (*date*).~~
- ~~2. The Employee will remain abstinent from opiates, alcohol and all other mind and mood-altering drugs unless prescribed by a physician who is knowledgeable about his/her chemical dependency and who has first consulted Dr. (*name of addictions specialist*).~~
- ~~3. The Employee agrees to participate in and comply with the relapse prevention agreement prescribed by Dr. (*name of addictions specialist*).~~
- ~~4. The Employee will provide Dr. (*name of addictions specialist*) with a copy of this Return to Work Agreement.~~

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5. ~~The Employee agrees to be monitored for compliance with the relapse prevention agreement by (name of monitor). The Employee agrees to provide his/her consent to (name of monitor) to immediately report to the Director of Human Resources any positive laboratory screen results or other evidence of a relapse.~~
6. ~~At the Employer's request upon reasonable suspicion of a relapse, the Employee will submit a urine sample and/or blood specimen within 24 hours for a drug screening test and a report of compliance or non-compliance will be forwarded by (name of monitor) to the Director of Human Resources and Dr. (name of addictions specialist).~~
7. ~~The Employee:~~
 - a. ~~Will arrange for regular meetings with the manager (or delegate*) supervisor at his/her place of employment (delegate may not be an included member*) (Reports will be submitted to the appropriate regulatory body, if applicable, every three (3) months by the manager (or delegate) supervisor. A copy of the report will be provided to the Employee);~~
 - b. ~~Gives consent to the Director of Human Resources or designate to report to the Employee's manager supervisor compliance or gross non-compliance with his/her Return to Work Agreement.~~
 - c. ~~Agrees to participate and comply with the conditions and undertakings of the professional regulatory body, where applicable;~~
 - d. ~~Provides the professional regulatory body, with a copy of this agreement, where applicable;~~
 - e. ~~Provides professional regulatory body with authorization through a signed copy of this agreement that permits it to immediately contact the Employer (Director of Human Resources) if the Employee has breached any of his/her undertakings agreement with the professional regulatory body.~~
8. ~~The Employee, in case of relapse, will immediately inform his/her manager supervisor and apply for a sick leave, report the relapse to Dr. (name of addictions specialist) and not return to work without the approval of Dr. (name of addictions specialist).~~
9. ~~The Employee will return to work in accordance with the recommendation of Dr. (name of addictions specialist) in his/her letter dated (date).~~
10. ~~The Employee will start the return to work plan following the guidelines advised by Dr. (name of addictions specialist)
(Insert schedule as agreed upon by the manager, union and employee)
SAMPLE:~~
 - a. ~~Week 1 4 hours X 4 days~~
 - b. ~~Week 2 7.2 hours X 2 days~~
 - c. ~~Week 3 7.2 hours X 1 day; 12 hours X 1 day~~
 - d. ~~Week 4 12 hours X 2 days~~
 - e. ~~Week 5 12 hours X 3 days~~
 - f. ~~Week 6 commences regular rotation of 12 hours per day~~

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11. ~~The term of this Return to Work Agreement is two (2) years from the date of execution (or the date that corresponds with the relapse prevention agreement as prescribed by Dr. (name of addictions specialist). If the Employee is absent from work for longer than one month during this time the period of absence will be added to the term of this Agreement.~~

~~Any breach of this Agreement may be constituted by the Employer as grounds for discipline or termination.~~

12. ~~All references to Dr. (name of addictions specialist) in this Agreement can be varied to insert another physician's name that is approved by the Employer.~~

13. ~~All references to (name of monitor) in this Agreement can be varied to insert another monitor's name that is approved by the Employer.~~

14. ~~Following the expiration of the term of this Agreement, it will be removed from the Employee's personnel file. Please note the Agreement becomes part of the permanent Employee Health record in Workplace Health.~~

15. ~~The contents of this Agreement are mutually agreed upon and may be modified only by the agreement of the parties.~~

Signed and dated on this _____ day of _____, 20__

Employee (please print) _____ Signature

Manager **Supervisor** (please print) _____ Signature

Director of Human Resources (please print) _____ Signature
or Designate

Union Representative (please print) _____ Signature

Name of Union (please print) _____ Signature