



REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 23, 2019

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: March 12, 2019 p 1-7
- b. Ratification of In Camera Board Meeting Minutes: March 12, 2019 p 8
- c. Approval in Principle for a Kwalikum Secondary School student trip to Switzerland, Italy, Monaco, France and Spain during Spring Break 2020 p 9-15
- d. Final approval for Kwalikum Secondary School Student Field Trip to Canadian National Music Festival in Ottawa, Ontario, May 13 to 19, 2019 p 16-19
- e. Approval in Principle for an elementary student trip to Hong Kong, China from March 14 to 28, 2020. p 20-23
- f. Receipt of Ministry News
 - Funding provides thousands of students with new playgrounds p 24-25
 - Education awards nomination deadline extended p 26
 - Government supports access to free menstrual products for students, people in need p 27-29
 - Students benefit from a day focused on financial literacy p 30-31
- g. Receipt of Reports from Board Representatives to Outside Organizations
 - French Language Advisory Committee – Trustee Young p 32-33
 - Indigenous Education Services Committee – Trustee Young p 34
 - Tribune Bay Outdoor Education Centre Society/Governing Committee – Trustee Austin p 35

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 23, 2019, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES)

6. BUSINESS ARISING FROM THE MINUTES

- a. **Availability of Free Feminine Hygiene Products in Schools** (*Gillian Wilson*) p 36

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. Approval for a Ballenas Secondary School student trip to Toronto for the Special Olympics 2019 Invitational Youth Games May 2019** (Gillian Wilson) p 37-40

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the Ballenas Secondary School student trip to Toronto to attend the Special Olympics 2019 Invitational Youth Games from May 13 to 17, 2019.

- b. Capital Plan Bylaw No. 2019/20-CPSD69-01** (Ron Amos) p 41-45

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

- c. 2019/20 Budget Presentation** (Ron Amos)

- i. 2019/20 Annual Budget Bylaw** p 46-64

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2019/20 fiscal year at its Regular Board Meeting of April 23, 2019.

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

13. INFORMATION ITEMS

- | | | | |
|-----|---|------------------|---------|
| a. | Educational Programs Update | (Gillian Wilson) | |
| b. | Education Planning Update | (Keven Elder) | |
| c. | BC Tripartite Education Agreement (BCTEA) | | |
| i. | Consideration of Local Education Agreement | (Keven Elder) | p 65-72 |
| ii. | First Nations Transportation Plan | (Ron Amos) | p 73-76 |
| d. | Physical Literacy Update | (Keven Elder) | p 77-78 |
| e. | Quarterly Financial Update | (Ron Amos) | p 79-80 |

14. CORRESPONDENCE ATTACHED

- | | | | |
|----|---|-------------|---------|
| a. | Response from Minister Fleming re: Use of FSA Data | (Eve Flynn) | p 81-82 |
|----|---|-------------|---------|

15. BOARD POLICY/ADMINISTRATIVE PROCEDURE

(Trustee Young)

- | | | | |
|----|--|--|---------|
| a. | Board Bylaw 3: Meetings of the Board of Education | | p 83-89 |
| | <i>Recommendation:</i> | | |
| | THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 3: <i>Meetings of the Board of Education</i> at its Regular Board Meeting of April 23, 2019. | | |
| b. | Board Policy 5070: Student Placement | | p 90-91 |
| | <i>Recommendation:</i> | | |
| | THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 5070: <i>Student Placement</i> at its Regular Board Meeting of April 23, 2019. | | |

16. TRUSTEE ITEMS

- | | | |
|----|--|-------------------------|
| a. | Disbanding of District 69 Recreation Commission | (Trustees Austin/Young) |
|----|--|-------------------------|

Rationale:

Recently the Regional District of Nanaimo (RDN) passed a motion to disband the Recreation Commission, District 69 Community Justice Select Committee and the Northern Community Economic Development Select Committee. In their place the RDN proposes to have just one committee to take on the responsibilities of these three commission and committees, effectively diluting the very important work of each of these entities.

The proposed new committee would be comprised only of RDN directors. Currently the Rec Commission has members from the RDN board, a representative from the School Board as well as 4 community appointed members. With the formation of the proposed new committee, the School District will lose a valuable voice at the table reflecting the needs of families within our district. Input from community members provides a unique and needed non-politically motivated perspective. The RDN is losing a worthwhile avenue to meaningful collaboration with their stakeholders.

Recommendation:

THAT the Chair of the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo Board of Directors requesting that either they keep the Recreation Commission as a separate advisory commission with the representation of a School Board trustee and community members, or that they place a school board trustee as well as community members as voting participants on their newly formed advisory committee.

7. NEW OR UNFINISHED BUSINESS

18. PUBLIC QUESTION PERIOD

19. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, MARCH 12, 2019

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

Eve Flynn	Board Chair
Julie Austin	Vice-Chair
Laura Godfrey	Trustee
Elaine Young	Trustee

Regrets

Barry Kurland	Trustee
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Administration

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Chris Dempster	General Manager of Operations
Tandy Gunn	Principal, Nanoose Bay Elementary School Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

Mount Arrowsmith Teachers' Association (MATA)
 District Parent Advisory Council (DPAC)
 Canadian Union of Public Employees (CUPE) Local 3570

1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:02 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

19-22R

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: February 26, 2019
- b. Ratification of In Camera Board Meeting Minutes: February 19, 2019
- c. Ratification of Special In Camera Board Meeting Minutes: February 19, 2019
- d. Receipt of Ministry News
 - ERASE expands to protect students from bullying
 - Safer, more efficient schools for BC students
 - Helping BC students fight the lure of gangs with new ERASE strategy
- e. Receipt of Reports from Board Representatives to Outside Organizations
 - French Language Advisory Committee – Trustee Young
 - Vancouver Island School Trustees Association – Trustee Young
 - RDN Recreation Commission – Trustee Young
- f. Final approval for Ballenas Secondary School Music Students Field Trip to Edmonton, May 7-12, 2019
- g. Approval in principle for Kwalikum Secondary School Student Field Trip to Canadian National Music Festival in Ottawa, Ontario, May 13 to 19, 2019

19-23R

Moved: Trustee Young *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 March 12, 2019, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS**Trustee Young**

- Enjoyed attending the Regional Leadership Series hosted by the BC School Trustees Association on March 7/8, 2019. The sessions provided an opportunity for trustees to learn more about governance, finance, fiduciary responsibility and policy.

Trustee Flynn

- Also enjoyed attending the Regional Leadership Series and the opportunity it also provided to collaborate more closely with trustees from other districts, including the Francophone Authority, to share ideas and provide feedback on various topics.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Debbie Comer, MATA President, commented on the following:

- District budget process is underway
- MATA bargaining process has begun
- The focus of the MATA Social Justice Committee has been poverty. Since December, the Committee has partnered with Rotary and Kwalikum Secondary School to provide food for students for the weekend. Students come in on Friday morning and leave their backpacks which the Rotary volunteers then fill with food for the students to have over the weekend. During the last Professional Development Day, the Social Justice Committee held a food drive to support this initiative.

- Locals hold a gathering with the BCTF of which MATA is part of the North Island Zone. This year members of the locals of all of Vancouver Island gathered which resulted in rich, deep conversation and was a great learning opportunity.
- The second District Professional Day will be held in April. The focus on the morning sessions will be Ecological Education and the afternoon will be spent in collaborative groups at the school sites.
- Feedback from members has been received regarding the personable, positive, genuine emails around member safety during the February snow days. It was also appreciated when a decision was made the evening prior to a snow day.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

No Report

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Andrea Button, DPAC President, advised that there would be no March DPAC meeting. She also noted that while the Vaping Presentation was not well attended, those who did attend found it very informative, including students who were in attendance.

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD

None

12. ACTION ITEMS

a. 2019/20 Local School Calendars

i. 2019/20 District School Calendar

Associate Superintendent Wilson presented the three calendars for the Board's consideration. She drew trustees' attention to the second conferencing adjustment date of December 20, 2019 and acknowledged that there was conflicting feedback amongst school administrators and teaching staff about holding it on the last day prior to the winter break.

19-24R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve, the District School Calendar for the 2019/20 school year as presented.

CARRIED UNANIMOUSLY

ii. 2019/20 Collaborative Education Alternative Program (CEAP) School Calendar

19-25R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the school calendar for the Collaborative Education Alternative Program (CEAP) for the 2019/20 school year as presented.

CARRIED UNANIMOUSLY

Associate Superintendent Wilson noted that the False Bay School community was given the opportunity to consider a four-day school week; however, the consensus was to continue with a school calendar with altered Fridays.

iii. 2019/20 False Bay School Calendar

19-26R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the school calendar for False Bay School for the 2019/20 school year as presented.

CARRIED UNANIMOUSLY

13. INFORMATION ITEMS

a. Educational Programs Update

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

- Attended the information session hosted by DPAC and Island Health on March 5, 2019 regarding electronic cigarettes and vaping. Students who attended supported the suggestion that the information be presented in schools through collaboration between Island Health and the students' ENITY group.
- Acknowledgement of Tandy Gunn, Principal of Nanoose Bay Elementary School, who is taking the lead with support from the Associate Superintendent on student learning and assessment reporting. Teachers are providing feedback on the Draft Reporting Order and a survey will be provided to parents asking some pointed questions around how the District is communicating student learning and providing points of progress.
- The school review process has begun to identify how cohorts are doing. This is a labour intense process with school administrators in conversation with teachers, supporting teachers and counsellors which also drives some staffing decisions for the upcoming school year.
- On April 11th Pete the Cat will return to Oceanside Place to welcome the district's youngest learners and community partners.
- On April 30th the district's second Annual Grade 7 Health Fair will be held. Speakers include Gary Anaka, Brain Coach; Surreal, Rapper; and The White Hatter. An evening presentation by the White Hatter is also being planned for parents on the evening of April 29th.
- The district's submission for the mental health grant provided by the Ministry was done earlier in the day and will provide a number of district resources and release time. A particular resource that was purchased from the grant was a book titled *Onward: Cultivating Emotional Resilience in Educators* which was provided to all counsellors.

c. Education Planning Update

Interim Superintendent Elder commented on the following:

- Commended Ms. Gunn and Ms. Wilson on leading the district's initiatives on communicating student learning over the past few months as well as the staff who embraced the new ways to keep parents continually informed of their child's progress. In educational transformation we have in the past tended to start in the beginning, with curriculum. But research is clear

that when looking to improve the system you start with assessment and reporting which will then guide how you organize your learning. That is happening in our district and is a powerful reflection of our learning community and the energy that goes into it.

- Acknowledgement to all stakeholders for the good work already begun for local bargaining with CUPE and MATA.
- The budget process is underway with the involvement of trustees, management staff, partner representatives, students and the community. Looking forward to being in dialogue over the next year as to how the process might differ in future through the funding model review.
- Commended Ron Amos, Secretary Treasurer, and Chris Dempster, General Manager of Operations, for their leadership along with other colleagues on capital planning. They are working with the Board, management and partner groups to keep up with needs of facilities currently and in the future. Enrolment growth and learning transformation may be reflected in future capital planning
- Earlier in the day, Dr. Elder attended a showing of *Great Bear Rainforest*, a documentary which compiles three years' worth of footage shot on the remote Pacific coast of BC. The Executive Producer, Byron Horner, is a parent at Ballenas Secondary School and he presented the film to the whole school throughout the day and included a presentation giving insight into how the film was created. It was a wonderful way for students and staff to experience the creation of the film second hand because it represents so much of who are as British Columbians and how much we care for the environment and the relationship with our Indigenous communities, who are the shepherds of the environment.
- A free viewing of the documentary *Making of the Witness Blanket* will be held on April 18th from 7:00 to 9:00 p.m. at Ballenas Secondary School. This overlaps with the district professional development day and consideration is being given as to how the documentary might also be included into that learning.
- Expressed gratitude to everyone across the school district with whom senior staff work every day and for the parent and community partnerships which allow students to play a real part in creating their own environments for their own education. We are fortunate to be in this community in this province and in this country, working in public education and making a difference due to the hard professional work of people in our schools every day. Thank you also to trustees for their commitment and diligence to the students and to the community.

14. CORRESPONDENCE ATTACHED

None

15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE

a. Board Bylaw 3: Meetings of the Board of Education

19-27R

Moved: Trustee Young

Seconded: Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of March 12, 2019.

CARRIED UNANIMOUSLY

19-28R

Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of March 12, 2019.
DEFEATED

b. Board Policy 5056: Acceptable Use of Technology

19-29R

Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 5056: *Acceptable Use of Technology* and its attendant Administrative Procedure at its Regular Board Meeting of March 12, 2019.
CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS

a. New Westminster School District’s Motions Regarding Provision of Feminine Hygiene Products to Students

Trustee Austin referred to a motion recently passed by the New Westminster school district to provide feminine hygiene products to students free of charge. She requested support from the Board to request staff to investigate the cost of implementing the same initiative to be considered during the district’s budget process.

Associate Superintendent Wilson noted that counsellors at both the secondary and elementary schools always have feminine hygiene products available in the counselling area. Different companies have donated all of the products and, to her knowledge, access to these products has not been a concern voiced by students.

The Board requested that Associate Superintendent Wilson provide a report from feedback from students and counselling staff to determine whether or not what is currently in place is sufficient or whether there might be a need to expand availability to feminine hygiene products in washrooms.

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

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

- Value of the District Technology Education Committee in being provided the opportunity to review and provide feedback on the draft policy 5056: Acceptable Use of Technology.
- Anti-vaping signage at schools – there is a plan underway to replace all of the No Smoking signs with No Smoking/No Vaping signs at each district site.

19. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:56 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

**SECTION 72 REPORT
March 12, 2019**

ATTENDEES:

Trustees

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

Regrets

Barry Kurland	Trustee
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Administration

Dr. Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matters:

- Labour Relations
- Personnel
- Legal

The Board of Education approved motions regarding the following matters:

- Personnel

Chairperson

Secretary Treasurer



KWALIKUM SECONDARY SCHOOL

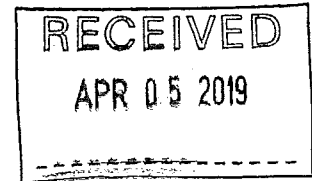
Working together to realize our full potential

Principal: Lori Marshall, lmarshall@sd69.bc.ca

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

Vice-Principal: Adam Stefiuk, astefiuk@sd69.bc.ca

April 2, 2019



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

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to The Alps, Provence and Barcelona for Spring Break 2020. This trip has been planned by teacher Jaret Abel.

Please see attached itinerary for details.

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

Respectfully submitted,

L Marshall

Ms. Lori Marshall
Kwalikum Secondary School

Copy: Jaret Abel



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall, lmarshall@sd69.bc.ca
Vice-Principal: Lesley Rowan, lrowan@sd69.bc.ca
Vice-Principal: Adam Stefiuk, astefiuk@sd69.bc.ca

April 5th, 2018

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

Dear Board of School Trustees,

At this time, I would like to apply for agreement in principle for a trip to Switzerland, Italy, Monaco, France and Spain during Spring Break 2020. I am planning to take a group of approximately 24 students with the support of 3 other teachers. I am applying in advance so that we may begin to provide opportunities for the students to fundraise and to save their money over the upcoming months. As well, early approval will allow our school to add the trip to the school calendar.

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be exploring Cinque Terre on the coast of Spain, visiting the World Heritage site of the Pont Du Gard and discovering the cultural expressions in Park Guell. I have seen the growth in students who have had the opportunity to travel and am looking forward to continuing to create student growth.

Sincerely yours,

Jaret Abel
Travel Group Coordinator

Ruth Stefanek
Teacher Chaperone



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

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: KWALIKUM SECONDARY
Educator-in-Charge: Jaret Abel
Proposed Destination: Switzerland, Italy, France, Spain
Proposed Departure Date: Spring break 2020 **Proposed Return Date:** Spring break 2020
Area of Study: History, experiential Learning **Grades:** 10-12
Educational Purpose of Trip: To enable students to have a cultural experience and be exposed to the broader world. The group will have the opportunity to travel to UNESCO World Heritage sites, significant landmarks and gain exposure to the greater world. Student confidence and independence will be developed by having the exposure to the positives of international travel.
Total No. of Students: 24
Total Projected Cost: \$3400
Projected Cost per Student: \$3400 **Projected Built-in Cost per Teacher:** \$500 **Projected Cost to Teacher (if any):** \$500
Proposed Excursion Details (Planning Form attached): Yes No (If no, please explain below)

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:
 The tour is based around a ration of 1 teacher: 6 students. The supervisors will be teachers within School District #69. The trip will have at minimum 1 male and 1 female teacher travel with the group. There will be up to 4 teachers travelling based upon the enrollment in the tour.

Category 4 Out of Province Field Experience -- Preliminary Approval

Educator-in-Charge (please print): Jaret Abel	Date (day/month/year): 10/11/2018	Educator-in-Charge signature:
Principal Name (please print): Lori Marshall	Date (day/month/year): 05/04/19	Signature indicating preliminary approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:



Educational Tours

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

eftours.ca/







This is also your tour number

THE ALPS, PROVENCE & BARCELONA

11 or 13 days | Switzerland | Italy | France | Spain

Each stop on your 11-day journey will leave you awe-inspired—from the tranquility of lakes Lucerne and Como, to the Mediterranean shores of Cinque Terre and Nice, to the culture and architecture of Provence and Barcelona. Museums will always have their place, but sometimes it's what's outside that really takes your breath away.

YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  **Sightseeing:** 1 sightseeing tour led by an expert, licensed local guide (2 with extension); 4 sightseeing tours led by your Tour Director; 2 walking tours (3 with extension)
-  **Entrances:** Cinque Terre; Pont du Gard; Nîmes Amphitheatre; Palais de Papes; Park Güell; with extension: Prado; Palacio Real
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   All of the details are covered: Round-trip flights on major carriers; comfortable motor coach; 9 overnight stays in hotels with private bathrooms (11 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

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

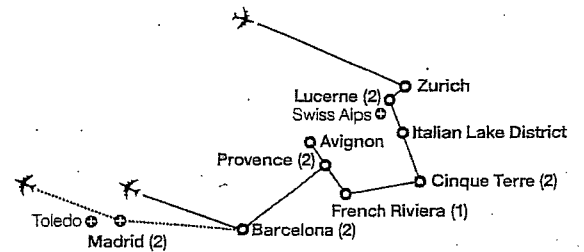
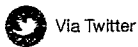
And the experience begins long before you get your passport stamped and meet your *Tour Director* in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized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

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

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

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

—MELISSA, TRAVELLER



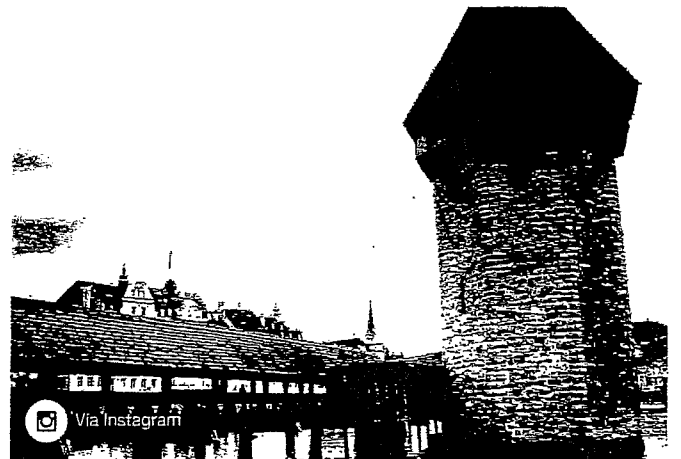
This tour may be reversed



Learn from your Tour Director and expert local guides



Löwendenkmal



Via Instagram



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.ca/

What you'll experience on your tour

Day 1: Fly overnight to Switzerland

Day 2: Zurich | Lucerne

- Meet your Tour Director at the airport.
- Travel to Lucerne, where the majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities.

Day 3: Lucerne

- During your tour of Lucerne, you'll see the poignant Lion Monument, or Löwendenkmal, a sandstone statue commemorating the Swiss Guards slain in the 1792 Paris storming of the Tuileries. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Chapel Bridge, or Kapellbrücke. Stroll along this covered bridge, which dates back to medieval days, and admire the colourful murals overhead.
- Time to see more of Lucerne or
 - ☉ enjoy a Swiss Alps experience or
 - ☉ attend a Swiss folklore event.

Day 4: Cinque Terre

- Take a scenic journey via the Italian Lake District, which stretches across Northern Italy.

Day 5: Cinque Terre

- Visit Cinque Terre, a UNESCO World Heritage Site since 1997. See the stunning, colourful houses built along the rugged landscape, and admire the captivating view of the surrounding hillsides.

Day 6: Monaco | Nice

- Travel to the French Riviera. On the way, stop in Monaco to take in the sights and sounds. The kingdom of Monaco, ruled by the House of Grimaldi since 1297, is the second-smallest country in the world. A tourist destination and a recreation centre for the wealthy, picturesque Monaco is often romanticized in popular culture.
- Take a walking tour of Nice, known as *Nice la Belle* or "Nice the Beautiful." Such is the breathtaking allure of this port city that it has inspired countless geniuses—not just painters like Marc Chagall and Henri Matisse, but composers like Hector Berlioz and philosophers like Friedrich Nietzsche.
- Enjoy dinner in Nice.

Day 7: Provence

- Continue on to Provence. Painter Paul Cézanne once said of Provence: "Everywhere are the fragrances of honey, thyme, lavender, all the herbs of the nearby hills." Discover for yourself what also inspired Picasso and Van Gogh.
- Take a tour of Avignon: Pont d'Avignon.
- Visit the Palais des Papes, home to French native Pope Clement V, who moved the papacy here from Rome in 1309. View the stunning Italian frescoes in the chapel and see the hidden vaults where the church's riches were stored.

Day 8: Provence

- Visit Pont du Gard.
- Take a tour of Nîmes.
- Visit the Nîmes Amphitheatre.

Day 9: Barcelona

- Travel to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso, and Dalí flourished.
- Take a walking tour of Barcelona: Las Ramblas.

Day 10: Barcelona

- Take an expertly guided tour of Barcelona.
- Enjoy free time in the city or
 - ☉ explore Barcelona by bike or
 - ☉ attend a Barcelona flamenco evening.

Day 11: Depart for home

☉ 2-DAY TOUR EXTENSION

Day 11: Madrid

- Travel by AVE train to Madrid.
- Take a walking tour of Madrid.
- Visit the Prado.

Day 12: Madrid

- Take an expertly guided tour of Madrid: Puerta del Sol; Plaza Mayor.
- Visit the Palacio Real.
- Time to see more of Madrid or
 - ☉ visit Toledo.

Day 13: Depart for home



Salamander at Parque Güell. Built by Gaudi. #gaudi #parqueguell #barcelona #spain #españa #vivaespaña #eftours #iger #instagood #instalikes #instagrammer

– SHANNA, TRAVELLER



Via Instagram

My daughter just got home from France & Spain and I cannot say enough good things about her trip! We're already looking forward to picking a trip for next year! THANK YOU EF!

– NICKIE, PARENT



Via Facebook

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

1. _____
2. _____
3. _____

— The easiest ways to —
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eftours.ca/enrol



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



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

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

—CHARLOTTE, DAUGHTER TRAVELLED JUNE 2014



Tour review

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

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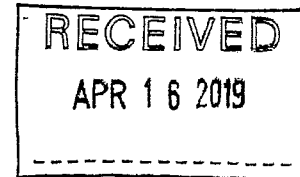
KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmarshall@sd69.bc.ca

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

April 2, 2019



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

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for final approval for Kwalikum Secondary School Student Field Trip to Ottawa from 5/14/19 to 5/16/19. This trip has been planned by teachers Dan Craven and Crystal-Anne Howell.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall
Kwalikum Secondary School

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

**Kwalikum Secondary School
Music Program**

April 11, 2019

Re: Ottawa Musicfest Canada Field Experience;

We are requesting final approval to take our Senior Jazz Band and Jazz Combos to participate in the Canadian National Music Festival (Musicfest Canada) that takes place in Ottawa from May 14th – 18th 2019.

Musicfest Canada is an invitation-only festival, hosting ensembles from across Canada that have qualified to participate through outstanding regional festival performances. At the Surrey Jazz Festival in February, KSS students were judged Best Senior Band, Best Senior Combo, and Best Junior Combo, and as a result qualified for the Nationals.

Students will have an opportunity to perform alongside other outstanding students from across Canada, and will receive an educational clinic from a top Canadian musician/educator, based on their performance. Students will also have the opportunity to experience workshops given during the days that we are at the festival, and attend concerts featuring the best Canadian Musicians.

4 of our students have auditioned for and been accepted to National honour groups: Lachlan Craven and Steve Carson have been admitted to the National Honour Jazz Combo, and Nathan Zeweniuk and Mateo Jaeckel earned places in the National Honour Jazz Band. These two ensemble are comprised of the most outstanding students in Canada, and are a gateway to the festival's extensive awards, bursaries and scholarships. Former KSS student Jon Challoner received a full 4-year tuition scholarship to Canada's leading jazz program at this festival. This accomplishment is not only a great opportunity for the successful applicants, but is an important motivating factor for our younger students.

We will provide an assignment requiring students to write a brief summary of what they experienced and learned from their educational experiences during workshops. We will also require students to see and hear other music groups and write a critique of the performance they have heard. This is a great activity for students to use concepts they have learned during their workshop experiences.

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

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

Crystal-Anne Howell
Kwalikum Secondary School
chowell@sd69.bc.ca

Dan Craven
Kwalikum Secondary School
dcraven@sd69.bc.ca



Kwalikum Secondary School
Field Experience to Ottawa Ontario
Music Festival – May 2019
Travel Itinerary

- May 14 - School bus to Victoria, 8:00 am
- May 14 – AC1680 departs Victoria at 1:15pm, arrives Toronto at 8:39pm
- May 14 – AC476 departs Toronto at 9:30pm, arrives Ottawa at 10:32pm
- May 15 - Combo 1 performance 7:00am
- May 15 - Jazz Band performance 12:00pm
- May 16 - Combo 2 performance 7:30am
- May 16 - Combo 3 performance 4:30 pm
- May 17 - National Youth Jazz Combo concert - time TBD
- May 17 - Conn Selmer All Star Jazz Band concert - time TBD
- May 18 – AC479 departs Ottawa at 6:30am, arrives Toronto at 7:36am
- May 18 – AC1681 departs Toronto at 9:45am, arrives Victoria at 11:54am
- May 18 - School bus to Qualicum, arrive KSS 4:00pm



FORM SD69-FE04B

Category 4 Field Experience - REQUEST FOR FINAL APPROVAL

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

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
Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
Educator-in-charge to forward following information to School Principal for review and approval:
- Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
- Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
- Parent Information Letter
- Schedule/Itinerary
- Class List
- Third Party Waiver (if applicable)
- Service Provider Proposal, Agreement and/or Contract
- FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
- FORM SD69-FE09 Field Experience Transportation Record (if applicable)
- 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

- In addition to above information, Educator-in-charge MUST have on file:
- FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
- FORM SD69- FE06 - Student Behaviour Expectations Contract
- FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent

- 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 Final Approval from Board of Education
- FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
- Parent Information Letter
- Schedule/Itinerary
- Third Party Waiver (if applicable)
- Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY
Educator-in-Charge: Dan Craven
Destination: Ottawa, Ontario
Departure Date: May 14, 2019 Return Date: May 18, 2019
Area of Study: Music Grades: 10-12
Educational Purpose of Trip: National Music Festival
Total No. of Students: 24 Total Cost: \$41,000
Cost per Student: 1700 We have fundraising efforts to mitigate this Built-in Cost per Teacher: 1500 Cost to Teacher (if any): 0

Excursion Details (Itinerary [] Yes [X] No (If no, please explain below) attached):

The travel agent has not given us an itinerary at this point.
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:
2 teachers, 2 parents, equal representation

Category 4 Out of Province Field Experience - Final Approval

Table with 3 columns: Name, Date, Signature. Rows include Educator-in-Charge (Dan Craven), Principal Name (Lori Marshall), and Board of Education or designate.

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

RECEIVED
APR 17 2019



April 16, 2019

Board of Education
School District 69 (Qualicum)

RE: Request for Preliminary Approval (Approval in Principle) for a Student Field Experience to China and Hong Kong in 2020 (combination school exchange and tour)

We are requesting approval-in-principle to take between 8 and 12 students on a combination school exchange and tour to China and Hong Kong in March, 2020. We will be away 12 days, – tentatively March 14 to March 26. We will spend three days at Yuen Primary School, and three days at a school in Beijing, China. The rest of that time will be spent on our own, visiting important cultural sites in Shanghai, China and Xi'an, China.

Yuen Yuen Primary School has been visiting School District 69 every spring for the past four years with about 20-30 students and their teachers for a nine day stay. Yuen Yuen has asked us to send a group of students and teachers to visit them. The proposed visit to Hong Kong and China will be organized and chaperoned by John Williams and Tony Sarembo.

The proposed trip is for students who will be in their grade 6 and 7 students' years in SD 69 in 2020.

Thank you for your consideration.

Sincerely,

Tony Sarembo, Principal
Springwood Elementary School

John Williams, Principal
Qualicum Beach Elementary School



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

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: SES & QBES
Educator-in-Charge: TONY SAREMBA JOHN WILLIAMS
Proposed Destination: HONG KONG, CHINA
Proposed Departure Date: MAR 14/20 Proposed Return Date: MAR 26/20
Area of Study: HUMANITIES Grades: 6/7
Educational Purpose of Trip: CULTURAL EXCHANGE
Total No. of Students: 8-12
Total Projected Cost: \$2500/PERSON
Projected Cost per Student: Projected Built-in Cost per Teacher: Projected Cost to Teacher (if any):

Proposed Excursion Details (Planning Form attached): [X] Yes [] No (If no, please explain below)

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: POTENTIAL ADDITIONAL TEACHERS & VOLUNTEERS

Category 4 Out of Province Field Experience - Preliminary Approval table with columns for Educator-in-Charge, Principal Name, Board of Education or designate, Date, and Signature.

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

China Culture & Exchange Tour 2018

An experience you'll never forget!

Objective

- To provide participants with an opportunity to visit the sister school in Guangzhou
- To offer students a total immersion of Chinese culture, geography and history to broaden their knowledge and experience in a country that is over 3,000 years old.

Details

Date: March 18-29, 2018

Target: Students aged 13 – 17

Fee: CAD\$2,500 including

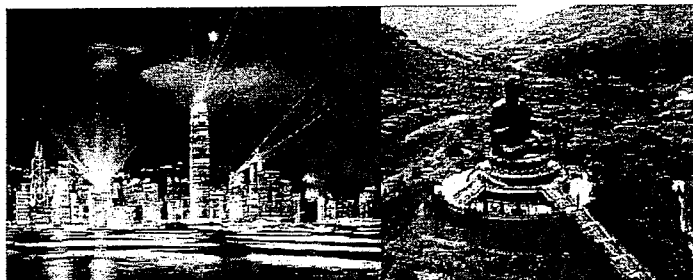
- Pre-departure orientation on cultural adaptation, code of conduct and packing list.
- Economy round trip tickets, transportation and meals in Hong Kong and China
- Hotel accommodation on a double occupancy basis (3 star or above)
- Travel, medical, and accidental insurance

Points of Interest & Landmarks

Hong Kong

Victoria Harbor is world-famous for its dramatic panoramic night view and skyline, particularly in the direction towards Hong Kong Island where the skyline of skyscrapers is superimposed over the ridges behind.

The Big Buddha is a large bronze statue of Buddha Shakyamuni. It is one of the five largest Buddha statues in China.



Guangzhou

Shamian Island is a well preserved colonial district in Guangzhou. It is delight to stroll among old European buildings of different styles and big old trees.

Workshop on Tea Culture

Learn different kinds of tea and how to enjoy it

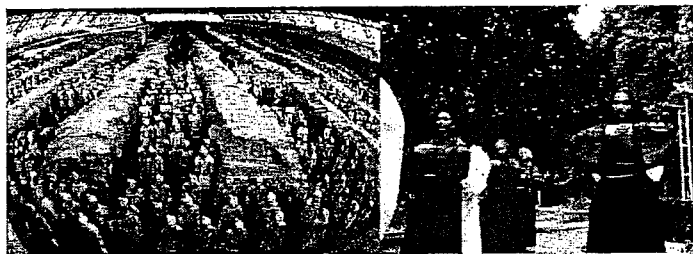


Xi'an

Qin Terra-cotta Warriors and Horses is a World Heritage. It was constructed to accompany the tomb of China's First Emperor as an afterlife guard. It is considered one of the greatest archaeological sites in the world.

Wonder how you look in a Chinese Costume?

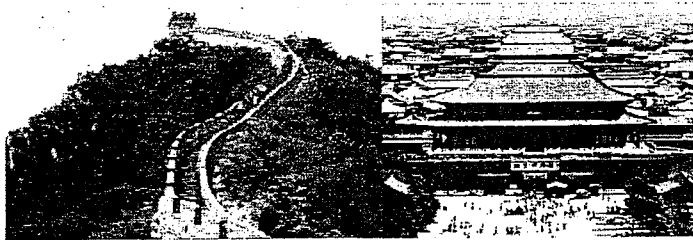
Enjoy dressing in Chinese costume and take tons of photos



Beijing

The Great Wall is one of the Seven Wonders of the World. A popular claim holds that it is the only manmade structure that is visible from space.

Forbidden City is the largest ancient palatial structure and one of the most important five palaces in the world.



Co-organizers:



加中文化教育協會
Canada-China Culture and Education Association

Itinerary

Week 1

Time	Sunday	Monday-ARRIVAL	Tuesday	Wednesday	Thursday	Friday	Saturday
Date	March-18	March-19	March-20	March-21	March-22	March-23	March-24
Morning	Depart from Vancouver		The Big Buddha Ngong Ping Village	HongKong-Guangzhou by through train	Visit to other schools	Ancient Huangpu Port and Village	Xi'an Expo Park
			Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon			Tai O Fishing Village Tour of Victoria Harbor on the Star Ferry	Visit Guangzhou Haizhu Foreign Language School	Workshop on Chinese Tea Culture Shamian Island	Guangzhou-Xi'an by plane	Big Wild Goose Pagoda Dress yourself in Traditional Chinese costume
			Dinner	Dinner	Dinner	Dinner	Dinner
Evening		Arrival & Check-In Hotel	Laser Show of "A Symphony of Lights"	Beijing Road Ancient Avenue	Pearl River Night Cruise	Xi'an City Wall	Drum Tower

Week 2

Time	Sunday	Monday	Tuesday	Wednesday	Thursday-DEPARTURE
Date	March-25	March-26	March-27	March-28	March-29
Morning	The Museum of Qin Terra-cotta Warriors and Horses	Xian-Beijing by express train	Olympic Park - Niaochao National Stadium Water Cube Chinese Imperial Post	Ming Tombs	Summer Palace
	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon	Mausoleum of the First Qin Emperor Huaqing Palace	Temple of Heaven Explore Hutong (Chinese traditional alleyway)	Forbidden City-The Palace Museum Gate of Heavenly Peace (Tian'an Men)	Juyong Pass of Great Wall 798 Art Zone	Depart from Beijing & Return to Vancouver
	Dinner	Dinner	Dinner	Dinner: Roast Beijing duck	
Evening		Wangfujing Street	Sanlitun Taikooli		

*The above itinerary may change subject to weather conditions and unforeseen circumstances.

Enquiries
Please contact
Mr. Troy Cunningham of
Port Moody Secondary School
Tel:
(604)939-6656
Email:
tcunningham@sd43.bc.ca

NEWS RELEASE

For Immediate Release
2019EDUC0023-000409
March 15, 2019

Ministry of Education

Funding provides thousands of students with new school playgrounds

BURNABY – The B.C. government is building 50 new playgrounds in 34 school districts this year, delivering healthier, more accessible learning environments for kids, while reducing pressure on parents to fundraise, announced Rob Fleming, Minister of Education.

“As a parent, I understand first-hand how tough it can be for schools and parents to find the time and volunteers to fundraise for playground equipment and activities,” said Fleming. “Our government is committed to improving the learning environment at B.C. schools — safe, fun and accessible playgrounds are very much part of delivering on this commitment. And to make this happen, parents should not have to become dedicated fundraisers in their spare time.”

Playgrounds are a key factor in a child’s development and learning. They encourage outdoor physical activity, help students learn how to share, overcome challenges and help them focus and learn more effectively in the classroom.

This year, the Playground Equipment Program (PEP) will invest \$5 million in 50 new playgrounds in 34 school districts around B.C., including 30 universally accessible playgrounds. The playgrounds will be built over the next six months and are expected to be ready for kids to play on in fall 2019.

Premier John Horgan announced \$5 million to officially launch the PEP program in May 2018 — 26 schools received standard playgrounds and 25 received universally accessible playgrounds. All have been completed and are now being enjoyed by kids throughout B.C.

School districts apply for the funding by sending a list of priorities in their capital plan submissions in June each year. Playgrounds are being funded based on greatest need. Priority is given to schools where there is no playground, then to schools where the existing playground is aging. Districts that did not receive funding this year may receive funding next year, if they apply for it.

Quotes:

Anne Kang, MLA for Burnaby-Deer Lake —

“By funding these playgrounds, we are investing in the education and well-being of children. Parents are finally receiving a break from fundraising, and students and families in our Maywood community are receiving a much-needed safe, accessible new playground for the local community to enjoy.”

Gary Wong, chair, Burnaby Board of Education —

“A playground is so central to the student experience that when the structure is past its prime, the entire school community feels the strain of it. This funding will be a tremendous benefit, resulting in three new playgrounds for our children and families to enjoy. On behalf of the Burnaby Board of Education, I want to extend our sincere appreciation to the Government of B.C.”

Laura Ward, chair, Burnaby District Parent Advisory Council —

“This government funding gives us a safe place for our kids to just be kids, and the value of that can’t be overstated. Additionally, our parent advisory councils are made up of volunteers with limited time. If we can take the focus off of fundraising for costly playground equipment, then we’re able to direct our resources into the school community where they can be most beneficial.”

Gina Niccoli-Moen, superintendent of schools, Burnaby School District —

“To understand how crucial playgrounds are to students, you need only drive by any one of our elementary schools at recess. As educators, we know how critical play is to a child’s development. This provincial investment is something our students will get value from each school day, and we appreciate how this will also benefit the wider community.”

A backgrounder follows.

Contact:

Government Communications and Public
Engagement
Ministry of Education
250 356-8485

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



INFORMATION BULLETIN

For Immediate Release
2019PREM0028-000447
March 20, 2019

Office of the Premier
Ministry of Education

Education awards nomination deadline extended

VICTORIA – The nomination deadline for the 2019 Premier’s Awards for Excellence in Education has been extended to April 30.

With spring break here, it is a great opportunity for children, parents, school administrators and community members of all ages to take advantage of the extra time to nominate a deserving teacher, administrator or support-staff member who has made a lasting impact in the lives of British Columbia's students.

The Premier’s Awards for Excellence in Education, launched in 2018, are an opportunity to recognize the outstanding contributions of public, independent and First Nations school-system teachers, principals, vice-principals, administrators and support staff who go above and beyond to make life better for students in B.C. This year, 10 awards will be given out, with six honouring teachers, two open to school and district administrators, and two recognizing support-staff members.

The 30 finalists will be announced in mid-May and will be invited to an awards ceremony at Government House in Victoria on Oct. 4, held in conjunction with World Teachers’ Day. Winners will receive a \$3,000 personal bursary for professional learning, a \$2,000 contribution to their school community for professional learning and a commemorative work of art. Runners up will receive a certificate of recognition signed by Premier John Horgan and Rob Fleming, Minister of Education.

Learn More:

To nominate an education professional for the 2019 Premier’s Awards for Excellence in Education, visit: www.gov.bc.ca/excellenceineducation

Contacts:

Jen Holmwood
Deputy Communications Director
Office of the Premier
250 818-4881

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
2019SDPR0033-000587
April 5, 2019

Ministry of Education
Ministry of Social Development and Poverty Reduction

Government supports access to free menstrual products for students, people in need

BURNABY – Under a ministerial order that was issued Friday, April 5, 2019, all B.C. public schools will be required to provide free menstrual products for students in school washrooms by the end of 2019.

In issuing the order, Education Minister Rob Fleming said it's time to normalize and equalize access to menstrual products in schools, helping to create a better learning environment for students.

"Students should never have to miss school, extracurricular, sports or social activities because they can't afford or don't have access to menstrual products," said Fleming, adding that current research indicates that one in seven students has missed school due to their periods because they cannot afford products.

"This is a common-sense step forward that is, frankly, long overdue. We look forward to working with school districts and communities to make sure students get the access they need with no stigma and no barriers."

The ministerial order – which takes effect immediately but allows districts until the end of 2019 to comply – comes with \$300,000 in provincial startup funding. Over the coming months, the ministry will continue to work with school districts, community and education partners to look at the needs of each district, identify gaps and ensure they have the funding needed to meet this new requirement.

In addition, government is also providing a one-time grant of \$95,000 to support the United Way Period Promise Research Project, to fund menstrual products for up to 10 non-profit agencies and research into how best to provide services and products for people who menstruate.

"The cost and availability of menstrual products is a real concern for those who are poor and often face the choice of purchasing those products or buying other essentials, like food," said Shane Simpson, Minister of Social Development and Poverty Reduction. "I encourage other organizations to join our government in supporting the Period Promise campaign, to help end the stigma that causes social isolation, and begin to address that larger issue around affordability."

"Having your period is a part of life, and easy and affordable access to menstrual products should be simple," said Mitzi Dean, Parliamentary Secretary for Gender Equity. "Menstrual products should be available to people when and where they need them, which is why we're improving access in schools and in communities. These actions are going to make a big difference in the lives of people who menstruate, and I'm proud that our government is taking

leadership on this issue.”

The United Way funding builds on the work government is doing to reduce poverty in British Columbia. In March 2019, the B.C. government released TogetherBC, the Province’s first Poverty Reduction Strategy. TogetherBC brings together investments from across government that will help reduce overall poverty in the province by 25%, and cut child poverty in half, over the next five years.

Quotes:

Glen Hansman, president, B.C. Teachers’ Federation –

“By ensuring school districts make menstrual products free and accessible to all students who need them, the government is taking an important action towards improving equity in our schools. There are many reasons why students need access to menstrual products at school. Many of our members can share stories of students who have felt shame or embarrassment, or have even gone home, because they did not have access to a tampon or pad or could not afford one. Today’s announcement will also help deal with what the United Way’s Period Promise campaign calls ‘period poverty.’ I want to thank the Minister of Education and this government, as well as those working on the United Way campaign, for making this announcement today.”

Mark Gifford, chair, New Westminster Schools Board of Education –

“Our board is proud to have led the way in breaking down barriers and ensuring access to free menstrual products in all of our schools. It’s a basic gender-equity issue and our work helps ensure female and transgender students can manage normal bodily functions without stigma, cost, or disruptions to their learning. We are thrilled with the minister’s announcement today and applaud such swift action in support of advancing a fundamental right of access across the province.”

Andrea Sinclair, president, B.C. Confederation of Parent Advisory Councils –

“This is a long-standing ‘hidden and unspoken’ problem for students who need menstrual products. There continues to be stigma surrounding this, which causes unnecessary anxiety and reduced confidence for students, including reduced attendance. We need to remove the barriers to access, eliminate the stigma and normalize the conversation for student well-being. We are encouraged by this action and fully support it. Today’s announcement is another example of the ministry listening and acting for the best interest of students.”

Michael McKnight, president and CEO, United Way of the Lower Mainland –

“The inspiring support United Way’s Period Promise campaign has received demonstrates the impact we create when we mobilize to address issues in our own neighbourhoods. I want to thank the Government of B.C. for its commitment to tackling period poverty, and thank the passionate individuals tackling vulnerability and isolation in all its forms, in our local communities.”

Sussanne Skidmore, secretary-treasurer, BC Federation of Labour, volunteer co-chair of United Way’s Period Promise campaign –

“The community and government response to the issue of period poverty has been incredible. The hundreds of thousands of donated menstrual products we’ve received will make a concrete difference in people’s lives, and with support from the Government of B.C., we can also create change on a wider scale, long-term.”

Learn More:

Participate in the United Way Period Promise campaign: <https://www.uwlm.ca/>

Read TogetherBC: B.C.’s Poverty Reduction Strategy: <https://www.gov.bc.ca/TogetherBC>

Contacts:

Ministry of Social Development and Poverty
Reduction
Government Communications and Public
Engagement
250 387-6490

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

United Way Lower Mainland
778 989-9159

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



NEWS RELEASE

For Immediate Release
2019EDUC0030-000702
April 17, 2019

Ministry of Education

Students benefit from a day focused on financial literacy

VICTORIA – To help students understand the importance of being better prepared for everything from buying a car and household budgeting, to getting a credit card or saving for the future, April 17, 2019, has been proclaimed Financial Literacy Day.

“We know that regardless of income, money is a leading cause of stress and finances have a huge impact on so many of our daily decisions,” said Rob Fleming, Minister of Education. “It’s always a good idea for us to have conversations about the role finances have in our lives, because financial literacy is life literacy.”

The new British Columbia curriculum and graduation program incorporates financial literacy in mathematics and career education, as well as applied design and technology. Fleming noted that the new curriculum is doing a very good job in preparing B.C. students to be more financially literate, and students are performing well in assessments.

Students in B.C. performed better than the Canadian average when the Programme for International Student Assessment (PISA) tested B.C. students. Of the 15 countries and economies participating in the assessment, only one jurisdiction in China outperformed Canada.

The PISA results showed B.C. students are doing well for three reasons:

1. They are taught practical financial skills in the classroom.
2. They are talking about money at home. Kids who talked about money once or twice a week scored the best.
3. Kids are learning by doing, by earning money or receiving money as a gift.

In addition to B.C.’s innovative new curriculum, other resources and tools are available for families to have conversations with their kids about money.

The non-profit group Canadian Foundation for Economic Education (CFEE) has free, “Talk With Our Kids About Money” lesson plans, ideas and resources for both classrooms and parents: <http://www.cfee.org/resources/>

“CFEE is proud to be partnering with Scotiabank, and parents and educators throughout Canada, on our Talk With Our Kids About Money program that aims to help prepare our youth for their financial futures,” said Gary Rabbior, president, CFEE. “We also want to commend the Government of British Columbia for helping to lead the way by declaring April 17 Financial Literacy Day in B.C. This initiative is consistent with the Province’s leadership in financial education in the past, and CFEE looks forward to collaboration opportunities to help enable B.C. youth to build healthy and successful financial futures.”

Learn More:

The Government of Canada has free programs and resources to help students and adults increase their financial knowledge and skills:

<https://www.canada.ca/en/financial-consumer-agency/services/financial-literacy-programs.html>

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



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: French Language Advisory Committee
Meeting Location: École Oceanside Elementary School
Meeting Time: April 8, 2019

Mandate of the Committee:

- To give advice to the School Board regarding French Programs in the schools
- To support French Immersion
- To provide a forum for discussion
- To coordinate the Provincial, Federal and local services in the District

Goals and Composition:

- To understand French Immersion and French Programs (Fed. And Prov.)
- To discuss pathways to support FI students in school and their transition to work
- To collaborate on projects
- Composition includes PAC, DPAC, Canadian Parents for French (CPF), senior management, teachers, P/VP, MATA, and School Trustee. All participants are appointed.

School Updates:

Ballenas:

- Course selection is completed.
- Planning field trip to Europe for Spring Break 2020 (FI, French second language, possibly Spanish second language learners). Focus on France/Italy. Exchanges in progress – sending 3 students next year depending on matches.
- Francophone Games in May in Comox. Great opportunities for students to be involved.

EOES:

- Gr. 6 & 7 speech contest tomorrow
- Book fest May 31
- Full school French event May 23
- Kindergarten registration is at 58

Secondary Curriculum Options for next year:

Principal and Associate Superintendent explained timetabling difficulties in Gr.8/9 FI. There are 6 or 7 constants and these are platooned to accommodate a robust FI program. Therefore, access to a wide variety of electives is more limited. There are as many choices as possible for students. To accommodate an outdoor-pursuits option, there would have to be a full buy-in from FI students.

French Immersion Enrollment:

All kindergarten applicants have been accepted. This increased our divisions by 1.
Room is not an issue.

Budget

Because our FI enrollment has increased more than 10% (10.5%) we have an additional grant which will be used to support FI.

Discussion of focus for this year:

Planning Committee developed for "French Connection" event this year.

Still try to get French Camp Program from the RDN.

Want to do more programming next year like bringing the whole program together.

Communication:

Provincial Francophone Games in Comox in May

2020 Francophone Games in Victoria

Website information – how can we share explained. Websites can be shared on school websites and Facebook addresses can not be shared

Next Meeting: TBD

TBD

Recommendations:

No recommendations from this meeting.



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young (Alternate)
Committee Name: Indigenous Advisory
Meeting Location: Indigenous Education Program @ Winchelsea Place
Meeting Time: April 15, 2019

Attending:

Dallas, Rosie, Elaine, Gillian, Patti (Chair)

Minutes:

Trustee writes a report anyway. Can serve as minutes of the meeting.

Human Rights Application:

Applied for and got continuation of agreement with BC Human Rights Tribunal allowing us to recruit and hire persons of Indigenous Ancestry for our Teacher and Liaison Worker Positions. Good for 5 years.

Tripartite Agreement:

Locally, confirmed no need for Local Enhancement Agreement. There is a fund...could it be better used? Discussion here and further discussion needed with Nanoose/Qualicum Nations. Whatever is decided:

1. Must be consistent with other documents and agreements
2. Must reflect our current practice.
3. Must include realistic expectations.

Discussions will continue re: this and we will begin the process of updating our SD 69 Indigenous Enhancement Agreement in the fall.

Staff Report:

Totally Tuesday is going very well and nearly fully booked.

Vancouver Island Indigenous Circle in Port Hardy Rosie attended

- Theme was Gawalapa – Working Together
- Amazing stories from Rosie of cultural sharing at the Big House

Every school in the district is doing something with regard to Indigenous work. A few examples are:

- KSS on-going monthly education Guest speakers May 10; Drum circle honouring Jessie on May 22.
- Ballenas – Moosehide walk at the school to support ending violence toward women and children. LINK classes educated students and all students walked. Very powerful experience.

Language classes continue.

Monday Afternoon Workshops:

Done for the year. Not as well attended this year and will revisit whether to offer more in the fall.



Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin
Committee Name: **Tribune Bay Outdoor Education Society/Governing Committee**
Meeting Location: 100 Jensen Avenue East; Parksville
Meeting Time: April 5, 2019 10:00 am

Jeff Temple (retired SD69 principal) was acclaimed as the Interim President and Kyle Timms (SD71 teacher) was acclaimed as the Interim Treasurer. Changes made to the leadership of the Society will remain in place until the yearly elections at the Annual General Meeting in November.

Centre Update

A report from the program and business manager was reviewed.

- The fire pit pavilion is complete
- Priorities for safety i.e.: decks, stairs and railings have been prioritized
- General repair and renovations to roofs, windows, painting building envelopes
- Safety and upgrade to equipment i.e.: climbing

A *special thanks* to the Operations and Maintenance Departments at both SD69 & SD71 for their support in assessing and helping with some much needed upgrades. This is also an opportunity for both school districts to have more direct involvement in the Centre

- Proposal to hire a local person to help with ongoing maintenance
 - Staying the course on trying to create a year-round use facility at Tribune
 - User Fees are being increased for corporate users. Prices remain the same for our students*
- * *Both districts and the Centre have subsidy programs in place to ensure that all students can attend the centre. Recognizing that families often do not want to apply for the subsidy, it is the goal of the Centre to reach a place where they can begin bringing the cost down for our students who use the centre.*

New Directions

The interim president made a proposal to have school district administrative time allocated to the centre to support the center's two site managers, and to have that time shared between school districts 69 (Qualicum) and 71 (Comox Valley) which hold the Park Use Permit.

The administrator would provide organizational leadership in terms of monitoring the day to day running of the Centre with a level of oversight in the area of budget, health & safety, being accountable to BC Parks, and the submission of required annual reports. The administrator would also allow the Society President to focus more on the work of the Society to support the Centre.

The addition of an educational leader as part of the management team is a piece that has been missing from the Centre. The interim president wrote a proposal for the two school districts to look at financial implications. The cost to SD69 for this position would be \$20,000.



Gillian Wilson
Associate Superintendent

Memo

Date: April 23, 2019
To: Board of Education
cc: Keven Elder, Interim Superintendent
Ron Amos, Secretary Treasurer
RE: **Access to Feminine Hygiene Products for SD69 Students**

Background/Rationale:

At the March Board Meeting, the Board requested feedback from students and counselling staff to determine whether or not what is currently in place is sufficient or whether there might be a need to expand availability to feminine hygiene products in washrooms. As previously mentioned, feminine hygiene products are donated by various charitable organizations and are already available in counselling areas at both the secondary and elementary schools.

On April 5, 2019, the Minister of Education issued a Ministerial Order to amend the *Support Services for Schools Order* to include the following:

Provision of Menstrual Products

- 7 (a) Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.
- (b) The policy and procedures must:
 - i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
 - ii. Provide for barrier free, easily accessible menstrual products at no cost to students;
 - iii. Provide for consistent availability and supply of menstrual products in school washrooms; and
 - iv. Incorporate student feedback with respect to the provision of menstrual products.

The General Manager of Operations is in the process of obtaining information from companies who are able to provide equipment to dispense feminine hygiene products at no charge to the student. There has also been a connection to a group of students to have a conversation on how the district can address some of the concerns raised about student washrooms through our budget discussions.

Recommendation: For information only



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

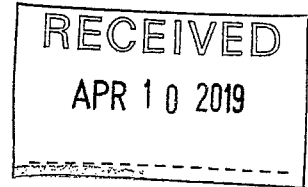
Rudy Terpstra
Principal

Lesley LaCouvee
Vice-Principal

Patricia Cathrine
Vice-Principal

April 4, 2019

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 request for final approval of Ballenas Secondary School students Jessica Rose and Quinn Clothier to travel to Toronto with Ms. Kerr for the Special Olympics 2019 Invitational Youth Games. They will be travelling as part of a Central Island team with Dover Bay athletes and coaches.

This is a unique, once in a lifetime opportunity for these students.

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

Respectfully submitted,

Rudy Terpstra, Principal
Ecole Secondaire Ballenas Secondary School



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

Rudy Terpstra
Principal

Lesley LaCouvee
Vice-Principal

Patricia Cathrine
Vice-Principal

School District 69

100 East Jensen Avenue, PO Box 430

Parksville, BC V9P 2G5

Subject: Request for Approval to Attend the Special Olympics 2019 Invitational Youth Games

To whom it may concern,

I am writing to request approval for a unique opportunity for two of our Special Olympics athletes from Ballenas Secondary School. Jessica Rose, Quin Clothier, and I have been invited to attend the 2019 Special Olympics Invitational Youth Games in Toronto Ontario from May.13th to May.17th 2019.

All expenses on the trip will be covered by Special Olympics, along with transportation and food once we are in Toronto. We will be teaming up with Dover Bay Secondary's three athletes to make one Central Vancouver Island team. We will be travelling as a group with myself and our two athletes, Dover Bay's coach and three athletes, along with Jean Tetarenko from Special Olympics to support us with the logistics portion while we are away.

We have been working very hard at Ballenas to provide inclusive physical activity opportunities to improve development of lifelong physical activity in our athletes with an intellectual and/or physical disability. By approving this opportunity, it will encourage more students to get involved in our programs and motivate our travelling athletes to continue participating with Special Olympics after graduation.

Please see attached the Coaches Handbook for more detail regarding this amazing opportunity.

I would greatly appreciate the support and approval for this opportunity.

Sincerely,

Jessica Kerr



FORM SD69-FE04B

Category 4 Field Experience - REQUEST FOR FINAL APPROVAL

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

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
- Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract
 - FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
 - FORM SD69-FE09 Field Experience Transportation Record (if applicable)
 - 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
- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
 - FORM SD69- FE06 – Student Behaviour Expectations Contract
 - FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent
- 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 Final Approval from Board of Education
 - FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: BALLENAS SECONDARY SCHOOL

Educator-in-Charge: Jessica Kerr

Destination: Toronto, Ontario Canada

Departure Date: Monday, May.13th **Return Date:** Friday, May.17th

Area of Study: Athletics **Grades:** 11-12

Educational Purpose of Trip: To provide students that have an intellectual opportunity with the opportunity to compete with, and against athlete from all over Canada and the world.

Total No. of Students: 2 **Total Cost:** \$0

Cost per Student: \$0 **Built-in Cost per Teacher:** \$0 **Cost to Teacher (if any):** \$0

Excursion Details (Itinerary attached): Yes No (If no, please explain below)

See attached coaches handbook, parent letter and proposal letter for more information.

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:

I will be taking two of our students with another coach from Dover Bay Secondary school. We will be teaming up with Dover Bay's three athletes to take a total of five athletes on our team. We will all be travelling together as ONE team and Jean Tetarenko, a representative from Special Olympics will also be travelling as extra support with athletes and logistics.

Category 4 Out of Province Field Experience – Final Approval		
Educator-in-Charge (please print): Jessica Kerr	Date (day/month/year): April.4 th , 2019	Educator-in-Charge signature:
Principal Name (please print): Rudy Teropsta	Date (day/month/year): April 5, 2019	Signature indicating final approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating final approval:

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

ITINERARY

Subject to Change

****Option for arrival on Monday May 13th, 2019 – please indicate this on your team registration form****

Day 1 – Tuesday May 14th, 2019

9:00am: All teams to arrive to Toronto
11:30am: Athletes arrive at sporting venues for divisioning games
11:30am – 12:30pm: Lunch
12:30pm – 2:30pm: Divisioning games
2:30pm: Athletes depart to accommodation
2:30 – 4:30pm: Accommodation check-in open
3:30pm – 5:00pm: Athlete & Coach dinner
5:00pm: Depart for Opening Ceremonies
6:00pm – 7:00pm: Marshalling for Opening Ceremonies
7:30pm – 9:30pm: Opening Ceremonies at the Metro Toronto Convention Centre
10:00pm: Athletes depart to accommodation

Day 2 – Wednesday May 15th, 2019

7:00am – 9:00am: Athlete & Coach breakfast
9:00am – 9:30am: Athletes depart to sporting venues
10:00am – 12:00pm: Round Robin Games
12:00pm – 1:00pm: Lunch
1:00pm – 3:00pm: Round Robin Games
3:00pm: Depart for accommodations
4:00pm – 6:00pm: Athlete & Coach dinner
6:00pm: Tourism Toronto option
9:30pm: Return to accommodations

Day 3 – Thursday May 16th, 2019

7:00am – 9:00am: Athlete & Coach breakfast
9:00am – 9:30am: Athletes depart so sporting venues
10:00am – 12:00pm: Playoff Games
12:00pm – 1:00pm: Lunch
1:00pm – 2:00pm: Medal Ceremonies
2:30pm: Depart for accommodations
3:30pm – 5:00pm: Athlete & Coach dinner
5:30pm – 6:30pm: Depart for Closing Ceremonies
6:30pm – 7:30pm: Closing Ceremonies
7:30pm – 10:00pm: Athlete Dance
9:00pm: Departures for accommodations
10:15pm: Departures for accommodations

Day 4: Friday May 17th, 2019

7:00am – 9:00am: Athlete & Coach breakfast
9:00am: Teams depart for hometown



February 28, 2019

Ref: 208254

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

Capital Plan Bylaw No. 2019/20-CPSD69-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20

This letter is in response to your School District's 2019/20 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2018, and provides direction for advancing supported and approved capital projects.

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

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

Please note that all school districts are required to keep project approval information confidential until after the Province has issued News Releases to the public on March 6th. Additionally, school districts receiving approval and funding specifically from the Playground Equipment Program (PEP) are required to keep that project information confidential until further written notice from the Ministry of Education.

Below you will see the major capital projects supported to proceed with Project Definition Reports (PDRs) as well as minor capital projects from the Ministry's 2019/20 annual capital programs that are approved for funding and are able to proceed to procurement.

**Ministry of
Education**

Capital Management Branch
Resource Management
Division

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

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

MAJOR CAPITAL PROJECTS (SMP, EXP)

Note: A PDR should normally be expected to be finalized within two months following the draft PDR deadlines noted above. After a draft PDR is submitted to the Ministry, follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, and budget details and the terms of project approval for the projects listed above. Also note that Capital Project Funding Agreements (CPFA) are not issued until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

All projects that the Ministry expects to be under PDR development, and have not already been received, are listed above – if a project is not listed, then the Ministry is not supporting the project and is not expecting a PDR.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kwalikum Secondary	SEP - Health and Safety Upgrades - Dust Collection System Upgrades	\$147,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Ballenas Secondary	SEP - Health and Safety Upgrades - Dust Collection System Upgrades	\$397,500	Proceed to design, tender & construction. To be completed by March 31, 2020.
Winchelsea Elementary	SEP - Building Enclosure Upgrades - Roof Upgrades/Replacement (Phase 1)	\$219,180	Proceed to design, tender & construction. To be completed by March 31, 2020.
Bowser Elementary	PEP - New - Universally Accessible Playground Equipment	\$105,000	Proceed to design, tender & construction. To be completed by March 31, 2020.

New projects for BUS

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
8690A	C (70-75) with 0 wheelchair spaces	\$137,691	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
4695	D (80+FE) with 0 wheelchair spaces	\$167,383	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
5690	C (70-75) with 0 wheelchair spaces	\$137,691	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Routine Capital projects for the 2019/20 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2019/20 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Damien Crowell at Damien.Crowell@gov.bc.ca as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2019/20 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2020/21 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2019.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel Palmer', with a large, sweeping flourish above the name.

Joel Palmer, Executive Director
Capital Management Branch

pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch
Damien Crowell, Planning Officer, Capital Management Branch
Rachelle Ray, Regional Director, Capital Management Branch
Krassimir Kostov, Planning Officer, Capital Management Branch

CAPITAL BYLAW NO. 2019/20–CPSD69-01
CAPITAL PLAN 2019/20

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

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

NOW THEREFORE the Board agrees to do the following:

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2019/20 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated February 28, 2019, is hereby adopted.
- 2. This Bylaw may be cited as School District No.69 (Qualicum) Capital Bylaw No. 2019/20-CPSD69-01.

READ A FIRST TIME THE 23RD DAY OF APRIL 2019;
READ A SECOND TIME THE 23RD DAY OF APRIL, 2019;
READ A THIRD TIME, PASSED AND ADOPTED THE 23RD DAY OF APRIL 2019.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2019/20-CPSD69-01 adopted by the Board the 23rd day of April, 2019.

Secretary-Treasurer



Ron Amos, Secretary-Treasurer

Memo

Date: April 23, 2019
To: Board of Education
cc: Keven Elder, Interim Superintendent
From: Ron Amos, Secretary Treasurer
Re: **2019-2020 Annual Budget - Highlights**

Background/Rationale:

Pursuant to section 156 of the School Act (Accounting Practices), Boards of Education are required to prepare and submit budgets to the Minister, in the form, with the information and at the time required by the Minister. For 2019/20, Boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2019.

This year we undertook a **new budget development process**, one that was more transparent and included students from the Secondary schools. We held 5 stakeholder meeting over the last 3 months that included MATA, CUPE, DPAC, Administrators and students.

In reviewing the revenues and expenditures, our discussions centred on the **District's Strategic Priorities** as outlined in the recently adopted Strategic Plan 2019-2023.

Our Special Public Board meeting regarding the Budget, held April 16, highlighted some of the priorities we heard from the various participants. The list included:

- Creating smaller cohorts
- Increase counselling time
- Support for Applied design, skills and technology (ADST)
- Additional Educational Assistants with training in social emotional support
- Increased support for career and trades
- Support for children who have challenging behaviours
- Trauma informed learning across the district
- Updating facilities
- Program support for high needs students
- Mentorship programs for staff

In weighing what we presently do to support our educational programs against the priorities identified, the budget was developed to include the following:

- 35,000 – Wellness program supports
- 57,000 - Technology Dept-software licensing fees
- 20,000 - Tribune Bay support
- 40,000 - Support for ADST (0.4 FTE)
- 30,000 - Trauma informed learning funds
- 160,592 - Additional support for students struggling with behaviour (2.5 FTE)

- 100,000 - Additional EA and ECE supports (1.75 FTE)
- 442,592 - Total requested

The addition of these expenditures requires the use of operating surplus of \$ 85,746, when combined with a previously committed use of operating surplus for a printer/copier replacement program of \$ 250,000 the **total use of operating surplus is \$ 335,746.**

Recommendation: Support the motion as presented.

Annual Budget

School District No. 69 (Qualicum)

June 30, 2020

School District No. 69 (Qualicum)

June 30, 2020

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2019/2020 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act*").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Annual Budget Bylaw for fiscal year 2019/2020.
3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$57,911,281 for the 2019/2020 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020.

READ A FIRST TIME THE 23rd DAY OF APRIL, 2019;

READ A SECOND TIME THE 23rd DAY OF APRIL, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF APRIL, 2019;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Annual Budget Bylaw 2019/2020, adopted by the Board the 23rd DAY OF APRIL, 2019.

Secretary Treasurer

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

Statement 2

	2020 Annual Budget	2019 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,251,000	4,252,125
Adult	5,500	5,625
Total Ministry Operating Grant Funded FTE's	4,256,500	4,257,750
Revenues	\$	\$
Provincial Grants		
Ministry of Education	48,282,217	47,431,362
Other	101,450	101,450
Tuition	4,100,000	4,100,000
Other Revenue	1,520,000	1,500,000
Rentals and Leases	650,000	650,000
Investment Income	300,000	300,000
Amortization of Deferred Capital Revenue	2,331,384	2,277,436
Total Revenue	57,285,051	56,360,248
Expenses		
Instruction	44,769,402	44,360,275
District Administration	2,162,686	2,298,251
Operations and Maintenance	8,492,802	7,927,273
Transportation and Housing	2,067,841	2,005,849
Total Expense	57,492,731	56,591,648
Net Revenue (Expense)	(207,680)	(231,400)
Budgeted Allocation (Retirement) of Surplus (Deficit)	335,746	333,077
Budgeted Surplus (Deficit), for the year	128,066	101,677
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)	27,250	
Capital Fund Surplus (Deficit)	100,816	101,677
Budgeted Surplus (Deficit), for the year	128,066	101,677

School District No. 69 (Qualicum)

Annual Budget - Revenue and Expense
 Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	48,870,804	47,848,514
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	5,522,809	5,898,825
Capital Fund - Total Expense	3,099,118	2,844,309
Total Budget Bylaw Amount	<u>57,911,281</u>	<u>57,010,198</u>

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 69 (Qualicum)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(207,680)</u>	<u>(231,400)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(418,550)	(418,550)
From Deferred Capital Revenue	<u>(2,025,456)</u>	<u>(2,336,272)</u>
Total Acquisition of Tangible Capital Assets	<u>(2,444,006)</u>	<u>(2,754,822)</u>
Amortization of Tangible Capital Assets	<u>2,649,118</u>	<u>2,594,309</u>
Total Effect of change in Tangible Capital Assets	<u>205,112</u>	<u>(160,513)</u>
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(2,568)</u></u>	<u><u>(391,913)</u></u>

School District No. 69 (Qualicum)

Schedule 2

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	43,652,158	42,632,537
Other	101,450	101,450
Tuition	4,100,000	4,100,000
Other Revenue	150,000	150,000
Rentals and Leases	650,000	650,000
Investment Income	300,000	300,000
Total Revenue	48,953,608	47,933,987
Expenses		
Instruction	39,445,939	38,660,796
District Administration	2,162,686	2,298,251
Operations and Maintenance	5,536,532	5,184,118
Transportation and Housing	1,725,647	1,705,349
Total Expense	48,870,804	47,848,514
Net Revenue (Expense)	82,804	85,473
Budgeted Prior Year Surplus Appropriation	335,746	333,077
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(418,550)	(418,550)
Total Net Transfers	(418,550)	(418,550)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	41,871,867	41,210,020
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Transportation Supplement	426,341	426,341
Carbon Tax Grant	60,000	60,000
Employer Health Tax Grant	357,774	
Total Provincial Grants - Ministry of Education	<u>43,652,158</u>	<u>42,632,537</u>
Provincial Grants - Other	<u>101,450</u>	<u>101,450</u>
Tuition		
International and Out of Province Students	4,100,000	4,100,000
Total Tuition	<u>4,100,000</u>	<u>4,100,000</u>
Other Revenues		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	100,000	100,000
Total Other Revenue	<u>150,000</u>	<u>150,000</u>
Rentals and Leases	<u>650,000</u>	<u>650,000</u>
Investment Income	<u>300,000</u>	<u>300,000</u>
Total Operating Revenue	<u>48,953,608</u>	<u>47,933,987</u>

School District No. 69 (Qualicum)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Salaries		
Teachers	18,520,319	18,033,301
Principals and Vice Principals	2,929,877	2,982,403
Educational Assistants	3,737,695	3,594,542
Support Staff	4,934,216	4,836,586
Other Professionals	1,767,784	1,630,241
Substitutes	1,397,532	1,386,855
Total Salaries	33,287,423	32,463,928
Employee Benefits	8,874,014	8,654,667
Total Salaries and Benefits	42,161,437	41,118,595
Services and Supplies		
Services	2,899,630	2,965,330
Student Transportation	1,000	1,000
Professional Development and Travel	579,085	549,085
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	71,000
Insurance	164,000	164,000
Supplies	1,973,652	1,958,504
Utilities	1,016,000	1,016,000
Total Services and Supplies	6,709,367	6,729,919
Total Operating Expense	48,870,804	47,848,514

School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	14,981,996	442,497		12,499		900,141	16,337,133
1.03 Career Programs	182,592			39,865			222,457
1.07 Library Services	595,118	31,849		233,639			860,606
1.08 Counselling	775,258						775,258
1.10 Special Education	1,681,833	219,540	3,489,857	43,406	61,176	222,178	5,717,990
1.30 English Language Learning	61,761						61,761
1.31 Aboriginal Education	44,993	118,182	247,838	7,237			418,250
1.41 School Administration		1,862,052		1,003,275	70,726	48,324	2,984,377
1.62 International and Out of Province Students	196,768	255,757		70,323	175,978		698,826
1.64 Other					38,235		38,235
Total Function 1	18,520,319	2,929,877	3,737,695	1,410,244	346,115	1,170,643	28,114,893
4 District Administration							
4.11 Educational Administration					414,584		414,584
4.40 School District Governance					94,888		94,888
4.41 Business Administration				289,209	618,177	3,000	910,386
Total Function 4	-	-	-	289,209	1,127,649	3,000	1,419,858
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				53,317	239,258	500	293,075
5.50 Maintenance Operations				2,156,677		97,893	2,254,570
5.52 Maintenance of Grounds				166,821			166,821
5.56 Utilities							-
Total Function 5	-	-	-	2,376,815	239,258	98,393	2,714,466
7 Transportation and Housing							
7.41 Transportation and Housing Administration				52,443	54,762	500	107,705
7.70 Student Transportation				805,505		124,996	930,501
7.73 Housing							-
Total Function 7	-	-	-	857,948	54,762	125,496	1,038,206
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	18,520,319	2,929,877	3,737,695	4,934,216	1,767,784	1,397,532	33,287,423

School District No. 69 (Qualicum)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	16,337,133	4,499,162	20,836,295	857,985	21,694,280	21,573,536
1.03 Career Programs	222,457	57,778	280,235	448,130	728,365	725,589
1.07 Library Services	860,606	220,418	1,081,024	28,700	1,109,724	1,097,100
1.08 Counselling	775,258	183,956	959,214	959,214	959,214	949,346
1.10 Special Education	5,717,990	1,591,417	7,309,407	71,000	7,380,407	6,900,979
1.30 English Language Learning	61,761	16,445	78,206		78,206	77,193
1.31 Aboriginal Education	418,250	148,382	566,632	100,530	667,162	569,848
1.41 School Administration	2,984,377	703,777	3,688,154	107,800	3,795,954	3,743,212
1.62 International and Out of Province Students	698,826	168,223	867,049	2,118,300	2,985,349	2,977,228
1.64 Other	38,235	9,043	47,278		47,278	46,765
Total Function 1	28,114,893	7,598,601	35,713,494	3,732,445	39,445,939	38,660,796
4 District Administration						
4.11 Educational Administration	414,584	77,949	492,533	103,000	595,533	584,950
4.40 School District Governance	94,888	8,898	103,786	90,340	194,126	243,843
4.41 Business Administration	910,386	190,941	1,101,327	271,700	1,373,027	1,469,458
Total Function 4	1,419,858	277,788	1,697,646	465,040	2,162,686	2,298,251
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	293,075	53,067	346,142	195,800	541,942	537,714
5.50 Maintenance Operations	2,254,570	589,245	2,843,815	721,482	3,565,297	3,219,715
5.52 Maintenance of Grounds	166,821	46,472	213,293	80,000	293,293	290,689
5.56 Utilities	-	-	-	1,136,000	1,136,000	1,136,000
Total Function 5	2,714,466	688,784	3,403,250	2,133,282	5,536,532	5,184,118
7 Transportation and Housing						
7.41 Transportation and Housing Administration	107,705	23,718	131,423	28,100	159,523	157,870
7.70 Student Transportation	930,501	285,123	1,215,624	332,500	1,548,124	1,529,479
7.73 Housing	-	-	-	18,000	18,000	18,000
Total Function 7	1,038,206	308,841	1,347,047	378,600	1,725,647	1,705,349
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	33,287,423	8,874,014	42,161,437	6,709,367	48,870,804	47,848,514

School District No. 69 (Qualicum)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,180,059	4,548,825
Other Revenue	1,370,000	1,350,000
Total Revenue	<u>5,550,059</u>	<u>5,898,825</u>
Expenses		
Instruction	5,323,463	5,699,479
Operations and Maintenance	199,346	199,346
Total Expense	<u>5,522,809</u>	<u>5,898,825</u>
Budgeted Surplus (Deficit), for the year	<u>27,250</u>	<u>-</u>

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2020

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			530,000						
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,346	157,126		96,000	19,600	101,323	375,902	449,716	2,753,796
Other	199,346	157,126	1,300,000	96,000	19,600	101,323	375,902	449,716	2,753,796
Less: Allocated to Revenue	199,346	157,126	1,370,000	96,000	19,600	101,323	375,902	449,716	2,753,796
Deferred Revenue, end of year	-	-	460,000	-	-	-	-	-	-
Revenues	199,346	157,126	1,370,000	96,000	19,600	101,323	375,902	449,716	2,753,796
Provincial Grants - Ministry of Education			1,370,000						
Other Revenue	199,346	157,126		96,000	19,600	101,323	375,902	449,716	2,753,796
Expenses	106,023	127,691	-	31,970	32,655	125,681	38,235	223,023	2,285,356
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants		127,691							
Support Staff									
Other Professionals									
Employee Benefits	26,691	29,435							
Services and Supplies	66,632	157,126	1,370,000	96,000	19,600	58,110	132,813	95,460	468,440
Net Revenue (Expense)	93,323	29,435	1,370,000	64,030	0	0	0	226,256	485,440

School District No. 69 (Qualicum)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2020

	Classroom Enhancement Fund - Remedies	TOTAL
	\$ 27,250	\$ 557,250
Deferred Revenue, beginning of year		
Add: Restricted Grants		
Provincial Grants - Ministry of Education	4,152,809	
Other	1,300,000	
	-	5,452,809
Less: Allocated to Revenue	27,250	5,550,059
Deferred Revenue, end of year	-	460,000
Revenues		
Provincial Grants - Ministry of Education	27,250	4,180,059
Other Revenue	27,250	1,370,000
		5,550,059
Expenses		
Salaries		
Teachers	27,250	2,344,576
Principals and Vice Principals		32,655
Educational Assistants		384,605
Support Staff		329,046
Other Professionals		38,235
	27,250	3,129,117
Employee Benefits		677,787
Services and Supplies		1,743,155
	27,250	5,550,059
Net Revenue (Expense)	-	-

School District No. 69 (Qualicum)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2020

Schedule 4

	2020 Annual Budget			2019 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	450,000		450,000	250,000
Amortization of Deferred Capital Revenue	2,331,384		2,331,384	2,277,436
Total Revenue	2,781,384	-	2,781,384	2,527,436
Expenses				
Operations and Maintenance	450,000		450,000	250,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,306,924		2,306,924	2,293,809
Transportation and Housing	342,194		342,194	300,500
Total Expense	3,099,118	-	3,099,118	2,844,309
Net Revenue (Expense)	(317,734)	-	(317,734)	(316,873)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	418,550		418,550	418,550
Total Net Transfers	418,550	-	418,550	418,550
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	100,816	-	100,816	101,677

SCHOOL DISTRICT NO. 69 (QUALICUM)
2019-2020 Annual Budget - Summary of Differences

17/04/2019

	2018/19	2019/20		
	Amended Budget	Annual Budget	Difference	Comment
REVENUE				
PROVINCIAL GRANTS				
Operating Grant	41,210,020	41,871,867	661,847	Operating grant
Other MOE Grants-Admin/Transp funds	426,341	426,341	0	
Other MOE Grants-Additional grant		357,774	357,774	Employer Health tax
Other MOE Grants-Ed Guarantee			0	
Other MOE Grants-Pay Equity	936,176	936,176	0	
Other MOE Grants-Misc	60,000	60,000	0	
TOTAL MINISTRY OF ED GRANTS	42,632,537	43,652,158	1,019,621	
OTHER REVENUES				
Other Provincial Revenues	101,450	101,450	0	
Offshore Tuition	4,100,000	4,100,000	0	
Miscellaneous other	150,000	150,000	0	
Rental and Leases	650,000	650,000	0	
Investment Income	300,000	300,000	0	
TOTAL OTHER REVENUE	5,301,450	5,301,450	0	
TOTAL REVENUES	47,933,987	48,953,608	1,019,621	
EXPENDITURES				
SALARIES AND BENEFITS				
Teachers	18,033,301	18,520,319	487,018	wage + add'l staff
Principals and Vice Principals	2,982,403	2,929,877	-52,526	reduced Adm time
Educational Assistants	3,594,542	3,737,695	143,153	wage + add'l staff
Support Staff	4,836,586	4,934,216	97,630	wage incr
Other Professionals	1,630,241	1,767,784	137,543	Dir of Instr
Substitutes	1,386,855	1,397,532	10,677	wage incr
Benefits	8,654,667	8,874,014	219,347	wage + EHT
TOTAL SALARIES AND BENEFITS	41,118,595	42,161,437	1,042,842	
Benefits as a % of Total Salaries	26.7%	26.7%		
SUPPLIES AND SERVICES				
Services	2,966,330	2,900,630	-65,700	appropriation adj
Training and Travel	549,085	579,085	30,000	Trauma inform learning
Rental and Leases	5,000	5,000	0	
Dues and Fees	71,000	71,000	0	
Insurance	164,000	164,000	0	
Supplies	1,958,504	1,973,652	15,148	Tech supplies
Utilities	1,016,000	1,016,000	0	
Capital Equipment	418,550	418,550	0	
TOTAL SUPPLIES AND SERVICES	7,148,469	7,127,917	-20,552	
TOTAL EXPENDITURES	48,267,064	49,289,354	1,022,290	
NET REVENUE (EXPENDITURE)	-333,077	-335,746	-2,669	
Budgeted Use of Surplus	333,077	335,746	2,669	
Surplus (Deficit), for the Year	0	0	0	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2019-2020 Annual Budget - Summary of Differences

17/04/2019

	2018/19	2019/20		
	Amended Budget	Annual Budget	Difference	Comment
<u>INSTRUCTION</u>				
Regular Instruction	21,573,536	21,694,280	120,744	wage + add'l staff
Career Programs	725,589	728,365	2,776	wage incr
Library Services	1,097,100	1,109,724	12,624	wage incr
Counselling	949,346	959,214	9,868	wage incr
Special Education	6,900,979	7,380,407	479,428	wage + add'l staff
English as a Second Language	77,193	78,206	1,013	wage incr
Aboriginal Education	569,848	667,162	97,314	wage incr
School Administration	3,743,212	3,795,954	52,742	wage incr
Continuing Education	0	0	0	wage incr
Off Shore Students	2,977,228	2,985,349	8,121	wage incr
Other	46,765	47,278	513	wage incr
Function 1 - Instruction	38,660,796	39,445,939	785,143	
<u>DISTRICT ADMINISTRATION</u>				
Educational Administration	584,950	595,533	10,583	wage incr
School District Governance	243,843	194,126	-49,717	election adj
Business Administration	1,469,458	1,373,027	-96,431	appropriation adj
Function 4 - District Administration	2,298,251	2,162,686	-135,565	
<u>OPERATIONS AND MAINTENANCE</u>				
Operations and Maintenance Admin	537,714	541,942	4,228	wage incr
Maintenance Operations	3,219,715	3,565,297	345,582	appropriation adj
Maintenance of Grounds	290,689	293,293	2,604	wage incr
Utilities	1,136,000	1,136,000	0	
Capital Equipment	418,550	418,550	0	
Function 5 - Operations and Maint	5,602,668	5,955,082	352,414	
<u>TRANSPORTATION AND HOUSING</u>				
Transportation and Housing Admin	157,870	159,523	1,653	wage incr
Student Transportation	1,529,479	1,548,124	18,645	wage incr
Housing	18,000	18,000	0	
Function 7 - Transportation and Housing	1,705,349	1,725,647	20,298	
TOTAL FUNCTION 1-7	48,267,064	49,289,354	1,022,290	



Briefing Note

Date: April 23, 2019
To: Board of Education
From: Dr. Keven Elder, Interim Superintendent of Schools
RE: **Consideration of Local Education Agreement**

Background

As Trustees will know, in 2018 the Ministry of Education signed on as the province's representative to the British Columbia Tripartite Education Agreement (BCTEA). The other two parties are the federal government, represented by Indigenous Services Canada, and First Nations, represented by the First Nations Education Steering Committee (FNESC). Highlights of the agreement include:

- Additional federal investments in the First Nation school system in BC;
- A special grant to school districts, funded by Canada, for transporting students on reserve to BC public schools;
- A Provincial Local Education Agreement to take effect in school districts where the Board and the First Nation have not negotiated a unique agreement, and where the First Nations requests an LEA; and,
- Educational outcome improvement teams to support districts in addressing First Nation student success.

Transportation

In regard to transportation planning, we have concluded our analyses of need with the Qualicum and Nanoose First Nations and have submitted our application to the Ministry for additional resources to enhance transportation for students living on the two reserves.

Trustees will see in the update from Secretary Treasurer Amos that we have requested two vans and additional driver time. Our intention is to provide for transportation from students' homes to schools of their choice, and to support attendance at before and after school classes and events. We look forward to this creating more opportunities for support and success of students from Qualicum and Nanoose.

Local Education Agreement

This briefing note speaks primarily to the expectation of Boards to work with First Nations to develop Local Education Agreements where no such agreements exist. As stated above, the BCTEA parties are committed to creating a provincial template LEA where three conditions are met. Those conditions are (1) there is no LEA at the local level, (2) School Districts and First Nations are not able to negotiate an LEA and, (3) the First Nation requests an LEA from the province.

It is important to note that LEAs have historically been primarily about funding. With an LEA, federal education funds flow to Nations who then, on certain conditions, send those funds to School Districts. LEAs have also historically spoken to matter such as Indigenous curriculum and Indigenous language programs. With education planning having shifted over to Enhancement Agreements, LEAs are now primarily about funding and communication protocols.

Where an LEA does not exist, funds flow from the federal government to the provincial government, then through to Boards of Education. The Nanoose and Qualicum First Nations have stated over the years that they are perfectly satisfied with the current arrangement. The Chiefs continue to assert that the Enhancement Agreement is the most effective way to negotiate Indigenous education programs, services, priorities and communication protocols, and that they have no desire to have the administrative overhead of a Local Education Agreement.

Now the province has stepped in with a new level of pressure and support for local negotiation of LEAs irrespective of current and ongoing “non-LEA” arrangements between local Boards and Nations. The BCTEA expects that we will continue trying to negotiate an LEA. To that end, we are in receipt of a letter dated March 28, 2019 from Reg Bawa, Assistant Deputy Minister, Resource Management Division. That letter and BCTEA Schedule H are attached for reference. The key elements of that letter are as follows:

- Provision of a grant in the amount of \$6850 to help support the development of Board and staff capacity to work with local First Nations to negotiate or renew LEAs.
- Inclusion of BCTEA *Schedule H: Local Education Agreements* which references LEAs as a core shared accountability mechanism for First Nations and Board of Education.
- The creation of a Provincial LEA to serve as a precedent for Boards and Nations and to apply should no local LEA be forthcoming and the Nation request that one be implemented.
- A commitment by the three BCTEA parties to develop and implement a process to monitor the negotiation, conclusion and implementation of LEAs throughout the province, including identifying success stories, implementation challenges and payment issues.

We have three options in response to the receipt of those funds and the expectation that we will work to create an LEA with the Nanoose and Qualicum First Nations.

1. Write back and indicate that after discussion with the First Nations we are confirming that there is no interest in either a provincial or local LEA; or,
2. Use the funds and our other resources to attempt to come to a negotiated agreement with the Nations; or,
3. Use the funds to engage with the Qualicum and Nanoose First Nations to enhance our relationship and take next steps with the Enhancement Agreement in keeping with the Ministry’s expectations around communication, planning and reconciliation.

We are in discussions with representatives of the Nations in pursuit of **option 3** above. We plan to work through the leadership of the Indigenous Education Advisory Committee to support school-level engagement with both Nations to support success of students of Qualicum and Nanoose heritage. In doing so, we will, in keeping with Ministry expectations, continue to inquire about the Nations’ interest in an LEA. But we will tread lightly; that question has been asked and answered many times.

We will need to remain cognizant of the fact that the BCTEA also creates a process by which support teams will be sent to school districts in support of overcoming challenges. We are well aware of what our challenges are and we continue to work on those through everyday commitments to the goals of the Enhancement Agreement and through our ongoing commitment to truth and reconciliation. We know that our 6-year completion rate remains a challenge, and we have described for the Board on many occasions the ways in which we are gauging and supporting successes of all kinds while paying close attention to that key indicator. That said, we welcome the opportunity to work with anyone assigned to work with us in enhancing those successes.

The Ministry, as a party to the BCTEA, will continue to look at limited measures of success, like the 6-year completion rate for Indigenous learners. Where districts have challenges (as we do) and there is no LEA, there may be suggestions that the absence of an LEA contributes to those challenges, resulting in more pressure for a local LEA. Still, we will first and foremost be responsive to the Qualicum and Nanoose First Nations. If the Nations continue to have no interest in an LEA we will not see that as a deterrent to a healthy relationship focussed on success.

We will keep the Board apprised of the work that flows from the grant referenced above. The more we have opportunity to engage and build capacity the better.

Thank you trustees for your continued support of one of our very highest priorities, a successful working relationships with the Nanoose and Qualicum First Nations in support of every success for every learner.

With respect,

Keven



Ref: 209041

March 28, 2019

Eve Flynn, Board Chair
Keven Elder, Superintendent
Ron Amos, Secretary-Treasurer
School District No. 69 (Qualicum)

I am pleased to inform you that School District No. 69 Qualicum will receive a \$6,850.00 special grant to help support the development of Board of Education and school district staff capacity to work with your local First Nation(s) to negotiate or renew unique Local Education Agreements (LEAs).

LEAs are a key component of the BC Tripartite Education Agreement (BCTEA), an agreement with the overarching purpose to set out how the Province, Canada and the First Nations Education Steering Committee (FNESC) will work together to support successful educational outcomes for all First Nation students, regardless of where they live or go to school. Boards of Education and their relationship with local First Nations are key to implementing BCTEA. The BCTEA commitments regarding LEAs are outlined within Schedule H (attached). The special grant funding allocated to your school district is associated with clause 2.6 (a).

LEAs are established between a First Nation and Board of Education and outlines the goals and objectives for First Nations students living on reserves and attending BC public schools. LEAs originated as a tool for funding; however, they have evolved to support other priorities, such as joint planning processes, communications protocols, transportation, and reconciliation.

Since your school district does not currently have an LEA in place (or, has an expired LEA or, has an LEA in need of renewal), the Ministry of Education is providing funding to assist in negotiating and concluding a unique LEA with your local First Nation(s). In order to further support negotiations, you will find the LEA Guiding Principles within the BCTEA Schedule H at section 2.1. Data on outcomes for First Nation students in your school district can be found in the How are We Doing Report.

The funds being provided are intended to support the following activities:

- Negotiation and related administrative supports;
- Capacity building supports for school district and Board staff (e.g. training); and
- Meeting and travel costs associated with LEA negotiations.

The Board of Education must:

- Report the grant on Schedule 2A of the Financial Statements, using a District Entered line that you will rename as: LEA Capacity Building Grant;
- Report the related expense on Schedule 2C of the Financial Statements, specifically Program 4.11 Educational Administration;
- Report back to the Ministry on the results achieved; and
- Recognize that the allocations are for one-time funding in 2018/19 and are not to create funding pressures or expectations that the Province will provide ongoing funding.

This funding enhances the Province's commitment to BCTEA, supports the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation Commission's (TRC) Calls to Action and the Provincial Government's Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples. Similar funding is being provided to FNEC for their work in developing the capacity of First Nations to negotiate or renew LEAs.

The BCEM-ERAC Services Society has also been provided a grant to assist with establishing and administering a qualified suppliers list (QSL) for facilitation and negotiation consultants, mediators, etc. for Boards to utilize in support of negotiating LEAs. The intent of the QSL is to help with ensuring consistency in approaches and supports being provided on the ground and sound advice for Boards when entering into agreements with First Nations. Further details around the availability of this QSL will be communicated in April.

The Parties are also in the process of developing a provincial template LEA (BCTEA Schedule H, 2.4) that will serve as an available precedent and apply at the request of a First Nation when there is no LEA in place. Once this template is finalized, it will be shared provincially with all First Nations and Boards of Education.

Thank you for your commitment to improving Indigenous student outcomes.

Sincerely,



Reg Bawa
Assistant Deputy Minister

Attachments:
BCTEA Schedule H

cc:
Debbie Jeffrey, Executive Director, FNEC
Jennifer McCrea, Assistant Deputy Minister, Ministry of Education
Kim Horn, Executive Director, Ministry of Education
Cloe Nicholls, Executive Director, Ministry of Education

SCHEDULE H

LOCAL EDUCATION AGREEMENTS

WHEREAS

- A. The Parties are committed to taking actions aimed at improving First Nation Student outcomes and acknowledge that LEAs are one mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local boards of education, enabling them to work collaboratively to support First Nation Students.
- B. FNEESC has worked for years to develop an LEA toolkit, comprised of template agreements, letters and other tools, to assist First Nations to negotiate and implement effective LEAs.

THEREFORE the Parties agree as follows:

1.0 PURPOSE

- 1.1 The Parties will undertake the steps set out in this Schedule to fulfill their commitment under section 4.12 of the Agreement to develop and implement a strategy, and related policies, to support the negotiation and implementation of Local Education Agreements (LEAs) between First Nations and boards of education or BC Independent Schools, by June 2019.

2.0 ROLES AND RESPONSIBILITIES

- 2.1 By October 2018, the Parties will develop guiding principles to apply to the negotiation, interpretation and implementation of LEAs in British Columbia, and to inform legislative and policy review and changes to support LEAs, which will include, but not be limited to:
 - a) Recognition of the central role of First Nations in the education of their students;
 - b) Acknowledgement that LEAs are more than a mere financial transaction but, rather, a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in the BC Public Schools;
 - c) Acknowledgement that LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation;
 - d) Acknowledgement of the importance of timely and relevant data to inform decision-making to support First Nation Students;

- e) Recognition of standards in the *United Nations Declaration on the Rights of Indigenous Peoples*; and
- f) Recognition of the Truth and Reconciliation Commission's Calls to Action;

(the "Guiding Principles").

2.2 The Parties will collaborate to identify:

- a) new legislation, or revisions to legislation; and
- b) new policies, and revisions to existing policies;

required to support the negotiation and implementation of LEAs between First Nations and boards of education, and work to develop or revise policies and propose such legislation, consistent with the Guiding Principles to be developed under section 2.1, by June 2019.

2.3 In fulfilling section 2.2, the Parties will endeavour to address and resolve any inconsistencies between federal and provincial policies in order to bring greater clarity to the Parties, and to First Nations and boards of education, in applying those policies (e.g. terminology, definitions).

2.4 Immediately following the execution of the Agreement, and no later than November 2018, British Columbia and FNEESC will develop a Provincial LEA that incorporates the Guiding Principles as substantive commitments, and which will:

- a) serve as a precedent available to First Nations and boards of education; and
- b) apply, at the request of a First Nation, where there is no existing LEA between a First Nation and a board of education.

2.5 Through the provision of funding for Second and Third Level Services, Canada invests in and supports First Nations to negotiate and implement LEAs.

2.6 To encourage and support boards of education to negotiate LEAs, British Columbia will:

- a) invest and implement negotiation and administration support funding to build capacity of boards of education to negotiate and implement LEAs;
- b) jointly convene, with FNEESC, an annual meeting with school districts to educate and share information about:
 - i. the UN Declaration, the TRC Calls to Action, *Tsilhqot'in*, and the *Draft 10 Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*;

- ii. LEAs as a mechanism for building relationships, accountability for student outcomes, and contributing to reconciliation between school districts and First Nations; and
 - iii. Other First Nation education topics, as appropriate and in support of furthering the purpose and objectives of the Agreement; and
- c) explore, identify and implement other mechanisms to share information on LEAs with education stakeholders.
- 2.7 As a key part of the LEA strategy, the Parties will develop and implement a process to monitor the negotiation, conclusion and implementation of LEAs throughout the province, including identifying success stories, implementation challenges and any payment issues.



Ron Amos, Secretary-Treasurer

Memo

Date: April 23, 2019
To: Board of Education
cc: Keven Elder, Interim Superintendent
From: Ron Amos, Secretary Treasurer
Re: Joint First Nation Student Transportation Plan submission

Background/Rationale:

This past January 2019, the Ministry of Education reached out to School Districts to communicate a new initiative that resulted from the new BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA). The initiative recognizes that transportation is a key commitment to ensuring that First Nation Students living on-reserve get to and from BC Public Schools. As part of this commitment Boards of Education and First Nations are required to develop a Joint First Nation Student Transportation Plan (Plan) to address students' transportation needs.

Boards and First Nations were encouraged to work together to determine the First Nation Student transportation needs and to begin the collaborative process to develop a Joint Plan.

The guiding principals for developing the Plan included:

- Safety is paramount in all planning and decisions
- Transportation will be available for extracurricular activities and sports/sporting events
- There will be no walk limits
- The shortest ride possible will be implemented
- Wherever possible, there will be no highway pickups or drop offs

Working with the Qualicum and Nanoose (Snaw Na Was) First Nations, we developed a Joint plan that would enhance the services we provide these students.

Our discussions included consideration in what services we presently deliver to these students and what was needed in order to support their educational opportunities. As noted in the Plan, "our greatest challenge is in supporting every child of Snaw Na Was and Qualicum ancestry in their attending school, engaging in learning, engaging in the life of school beyond the classroom, and truly feeling a part of the schools that they attend".

The Plan was submitted April 5, and is attached for your information.

Recommendation: For information only.



School District No. 69 (Qualicum) – Joint First Nations Transportation Plan

In School District 69 (Qualicum) we are fortunate to have strong relationships with the two First Nations on whose unceded traditional territories we have the honour to work, live and play. We understand that the foundation of our success as a school district is the provision of learning environments that generate success for all children, including every child from the Snaw-Naw-As (Nanoose) and Qualicum First Nations.

While we celebrate our successes as embodied in our First Nations, Metis and Inuit Education Enhancement Agreement, we recognize that we have some challenges shared between the school district and the two Nations. These include ensuring on a larger scale that we are emboldened by the recommendations of the Truth and Reconciliation Commission, inspired by the emergence of the BC Tripartite Education Agreement, and committed to the ideals of our enhancement agreement.

That said, our greatest challenge is in supporting every child of Snaw-Naw-As and Qualicum ancestry in their attending school, engaging in learning, engaging in the life of school beyond the classroom, and truly feeling a part of the schools that they attend. In addition, we know that we have large numbers of students from both Nations who struggle to attend and stay connected to their school. We have included some of their data in this application, as we remain troubled by the disproportionate number of children of Indigenous ancestry who are less than fully engaged in our schools.

Band	Grade level	Aboriginal Ancestry	Living on Reserve
Nanoose	Elementary	6	4
	Secondary	2	2
Qualicum	Elementary	17	14
	Secondary	4	4
		29	24

As we work with the communities and families, through the exemplary work of our Indigenous Education leaders and staff, we continue to come up against one significant hurdle - transportation. We realize that getting children connected to school starts with getting them there, and we have too many students for whom transportation is a barrier. Our experience

and our interviews with families have confirmed that school bus schedules cannot be flexible or responsive enough to give children the door-to-door service they need.

We recognize we need a more customized way to get children to and from school, to get them to schools of their choice, and to get to them to and from home for extra-curricular events beyond school hours. We have too many children for whom the absence of this more customized transportation service is keeping them from school, or at best keeping them from attending the schools that they need to, when they need to, to have a full and empowering educational experience. We also have entire families whose children, tragically, are not attending school on a regular basis; we believe this is due to the lack of appropriate transportation. We also believe that accessing the funds available through the BCTEA transportation grants will go a very long way toward solving that problem.

We currently pick up children living on reserve as part of our regular service. We create the routes, having to take into account all school operating times, the most efficient routing, safe and appropriate pickup and drop off locations, providing the shortest ride possible and consideration of the school levels and programs. However, in planning for the routes, it comes with the knowledge that not all of the students needs are being provided for.

Our plan is to be able to support these families by adding two additional routes to our transportation schedule. These routes, one for the north of our district and one for the south, would provide better and more comprehensive service to the Qualicum and Nanoose First Nations. It would be anticipated that by adding these routes, we would be able to better structure the pick up points to provide safer pickup and drop offs and be able to eliminate the highway stops. We would also be able to provide additional and later runs of the buses in order to support any extracurricular activities and sports events to which the students might take part in.

Within our plan, we have included the one-time costs of purchasing two smaller buses as well as the annual cost of driver wages/benefits and operating costs (see Table A).

We are proposing that the driver position be a combined Indigenous Child and Youth Care Worker/Bus Driver, which is a position established within our collective agreement. We have found that this position has a better understanding of the supports needed for these students and we will apply our Human Rights exemption to seek a driver with Indigenous ancestry.

Thank you for your consideration of this request as it will help us in supporting every child of Snaw-Naw-As and Qualicum ancestry in their attending school, engaging in learning, engaging in the life of school beyond the classroom, and truly feeling a part of the schools that they attend.

Table A: Summary of Costs

	Qualicum FN - North route	Snaw-Naw-As (Nanoose) FN - South route	Total
Purchase price for two 18-passenger Buses	55,000	55,000	110,000
Wages and Benefits (based on 4 hrs per day, 10 months per year)	32,550	32,550	65,100
Operating costs (includes insurance, fuel and maintenance)	12,500	12,500	25,000
	100,050	100,050	200,100
Initial cost of Vehicles	55,000	55,000	110,000
Annual cost of Operating	45,050	45,050	90,100
Year 1 request			200,100



Interim Superintendent of Schools

Briefing Note

Date: April 23, 2019
To: Board of Education
From: Dr. Keven Elder, Interim Superintendent of Schools
RE: **Physical Literacy**

As Trustees will know, Superintendent Koop has been working with a number of School District staff and community partners in pursuit of a community-wide Physical Literacy (PL) initiative which would include, in fact feature, involvement of our schools.

I am pleased to bring a progress update to the Board through this briefing note. We will also plan to have this as an agenda item on the May 28, 2019 meeting of the Board's Education Committee of the Whole.

Background

Physical Literacy has been defined as, "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (International Physical Literacy Association, 2014). The need for an enhanced focus on physical literacy comes from research-based health and wellness concerns about increasingly sedentary lifestyles resulting in less free play time to develop and hone fundamental movement skills from running and jumping to agility and balance. Researchers say that if communities do not engage in focussed efforts around physical literacy our society as a whole faces social, health and economic risks that will be difficult to reverse.

When it comes to children, the decline in physical activity has lead to increases in many preventable diseases or conditions including Type A diabetes, cardiovascular diseases, neuromuscular disorders, anxiety and depression. Equally of concern is that children who are not physically active are more likely to demonstrate challenging behaviours that otherwise might not have surfaced. This is all leading to what has been described as a renewed sense of the value of physical activity, not just in schools and classrooms but at home and in community recreation or health centres.

It is important to note that a renewed focus on physical literacy is not a "sport" initiative per se, and where sport is involved it is about more than competitive sports. The people who are inclined to engage in competitive or recreational athletics are less in need of a community focus on physical literacy, although they would clearly benefit as well. The concern is more for those who are less engaged in sport or activity and are therefore facing healthy and wellness risks, and who may be turned off by the notion of competitive sport. This is also not an initiative focused on Physical and Health Education (PHE) as a curriculum area, but rather an emphasis on all children and adults becoming more physically active in ways that can be woven into daily school life.

We are fortunate to have a Physical Literacy resource group nearby, that being PacificSport Vancouver Island (www.pacificsportvi.com) based at Vancouver Island University. While they recognize that being a “sport” organization may speak against what I just pointed out, but they are truly committed to a broader focus on physical literacy for all. The same goes for the affiliated organization Sport for Life (www.sportforlife.ca) whose mandate is “developing physical literacy and delivering quality sport.”

One of the key drivers for PacificSport right now is the creation of Physical Literacy for Adults and Youth (PLAY) initiatives. With PLAY already emerging in other Island communities, PacificSport has launched PLAY Oceanside, with School District 69 being one of the first active partners.

Planning to Date

Over the past months we have undertaken the following:

- Restarted the conversation in School District 69 through the leadership of PASS Principal Jesse Witte and Bowser Elementary Principal Kevin McKee.
- Met as a planning team with PacificSport’s General Manager Drew Cooper and Special Project and Mental Performance Coordinator Geoff Hackett.
- Received an offer from PacificSport to have three pilot schools work on Physical Literacy initiatives and receive resources, on-site support and training for all staff.
- Organized a group of Physical Literacy school leaders (PL Ambassadors) made up of Physical and Health Education leaders from all School District 69 schools.
- On April 9, 2019 held the first meeting of the School District 69 Physical Literacy Committee made up of PL Ambassadors and school administrators to discuss issues and options and to prepare for our first session with PacificSport in May.
- Received resources from PacificSport and provided those to Principals, Vice-Principals and PL Ambassadors in the interest of sharing good ideas with teachers in all schools.
- Booked PacificSport representatives to attend a district Physical Literacy Committee meeting on May 15, 2019 to plan for further infusion of PL opportunities into schools, and to select the three pilot schools as noted above.

Next Steps

Our next steps will flow out of the meeting of the all-schools district committee on May 15. We expect to identify three pilot schools and to then be able to bring a progress report to the Board in June through the Education Committee of the Whole scheduled for May 28, 2019.

Thank you again for your interest and support as Trustees and as the Board.

Looking forward,

Keven

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

17/04/2019

	2017/18				2018/19		
	Amended Budget	YTD Mar-18	% of Budget	Actual	Amended Budget	YTD Mar-19	% of Budget
REVENUE							
PROVINCIAL GRANTS							
Operating Grant	40,270,810	28,722,442	71.3%	41,060,809	41,210,020	29,390,159	71.3%
Other MOE Grants-Admin/Transp funds	623,604		0.0%		426,341	0	0.0%
Other MOE Grants-Additional grant							
Other MOE Grants-Ed Guarantee				4,618			
Other MOE Grants-Pay Equity	936,176	215,210	23.0%	936,176	936,176	223,867	23.9%
Other MOE Grants-Misc	60,000	13,187	22.0%	88,685	60,000	8,187	13.6%
TOTAL MINISTRY OF ED GRANTS	41,890,590	28,950,839	69.1%	42,090,288	42,632,537	29,622,213	69.5%
OTHER REVENUES							
Other Provincial Revenues	101,450	130,916	129.0%	140,779	101,450	135,975	134.0%
Offshore Tuition	3,900,000	3,898,568	100.0%	3,952,621	4,100,000	4,033,148	98.4%
Miscellaneous other	135,000	122,483	90.7%	149,497	150,000	111,692	74.5%
Rental and Leases	450,000	608,299	135.2%	627,262	650,000	684,205	105.3%
Investment Income	125,000	149,347	119.5%	191,037	300,000	238,918	79.6%
TOTAL OTHER REVENUE	4,711,450	4,909,613	104.2%	5,061,196	5,301,450	5,203,938	98.2%
TOTAL REVENUES	46,602,040	33,860,452	72.7%	47,151,484	47,933,987	34,826,151	72.7%
EXPENDITURES							
SALARIES AND BENEFITS							
Teachers	17,861,732	12,429,260	69.6%	17,548,271	18,033,301	12,791,223	70.9%
Principals and Vice Principals	2,721,611	2,011,220	73.9%	2,752,423	2,982,403	2,256,854	75.7%
Educational Assistants	3,397,323	2,117,705	62.3%	3,034,138	3,594,542	2,352,311	65.4%
Support Staff	4,700,989	3,419,024	72.7%	4,671,567	4,836,586	3,545,249	73.3%
Other Professionals	1,396,784	1,053,932	75.5%	1,446,325	1,630,241	1,257,512	77.1%
Substitutes	1,393,576	1,157,402	83.1%	1,638,698	1,386,855	1,180,912	85.2%
Benefits	8,369,427	5,621,918	67.2%	7,981,178	8,654,667	5,924,234	68.5%
TOTAL SALARIES AND BENEFITS	39,841,442	27,810,461	69.8%	39,072,600	41,118,595	29,308,295	71.3%
Benefits as a % of Total Salaries	26.6%	25.3%		25.7%	26.7%	25.3%	
SUPPLIES AND SERVICES							
Services	2,898,058	2,349,399	81.1%	3,195,774	2,966,330	2,477,924	83.5%
Training and Travel	472,338	418,255	88.5%	534,557	549,085	286,081	52.1%
Rental and Leases	5,000	3,600	72.0%	4,407	5,000	7,235	144.7%
Dues and Fees	50,450	57,670	114.3%	69,944	71,000	57,796	81.4%
Insurance	174,000	122,704	70.5%	134,173	164,000	136,211	83.1%
Supplies	1,800,702	1,185,082	65.8%	1,756,799	1,958,504	1,255,297	64.1%
Utilities	991,500	670,512	67.6%	941,203	1,016,000	646,390	63.6%
Capital Equipment	368,550	225,413	61.2%	275,366	418,550	275,469	65.8%
TOTAL SUPPLIES AND SERVICES	6,760,598	5,032,635	74.4%	6,912,223	7,148,469	5,142,403	71.9%
TOTAL EXPENDITURES	46,602,040	32,843,096	70.5%	45,984,823	48,267,064	34,450,698	71.4%
NET REVENUE (EXPENDITURE)	0	1,017,356		1,166,661	-333,077	375,453	
Budgeted Use of Surplus	0	0			333,077	0	
Surplus (Deficit), for the Year	0	1,017,356		1,166,661	0	375,453	

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

17/04/2019

	2017/18				2018/19		
	Amended Budget	YTD Mar-18	% of Budgt	Actual	Amended Budget	YTD Mar-19	% of Budgt
INSTRUCTION							
Regular Instruction	21,024,264	14,946,078	71.1%	21,207,997	21,573,536	15,231,564	70.6%
Career Programs	733,108	577,890	78.8%	789,942	725,589	623,278	85.9%
Library Services	809,678	556,557	68.7%	817,880	1,097,100	745,485	68.0%
Counselling	986,822	698,593	70.8%	985,686	949,346	608,271	64.1%
Special Education	6,897,994	4,366,924	63.3%	6,247,545	6,900,979	4,695,686	68.0%
English as a Second Language	73,087	53,330	73.0%	75,050	77,193	55,504	71.9%
Aboriginal Education	579,590	386,262	66.6%	579,590	569,848	393,253	69.0%
School Administration	3,407,391	2,563,724	75.2%	3,403,209	3,743,212	2,726,603	72.8%
Continuing Education	0	0	100.0%	0	0	0	0.0%
Off Shore Students	2,992,230	2,103,289	70.3%	2,869,387	2,977,228	2,097,903	70.5%
Other	41,855	31,513	75.3%	42,445	46,765	33,559	71.8%
Function 1 - Instruction	37,546,019	26,284,160	70.0%	37,018,731	38,660,796	27,211,106	70.9%
DISTRICT ADMINISTRATION							
Educational Administration	520,015	384,136	73.9%	526,267	584,950	499,967	85.5%
School District Governance	179,706	135,681	75.5%	173,419	243,843	168,194	69.0%
Business Administration	1,198,037	893,998	74.6%	1,208,700	1,469,458	1,072,886	73.0%
Function 4 - District Administration	1,897,758	1,413,815	74.5%	1,908,386	2,298,251	1,741,047	75.8%
OPERATIONS AND MAINTENANCE							
Operations and Maintenance Admin	511,531	497,166	97.2%	564,099	537,714	516,742	96.1%
Maintenance Operations	3,142,488	2,357,790	75.0%	3,335,701	3,219,715	2,620,982	81.4%
Maintenance of Grounds	286,163	198,056	69.2%	263,965	290,689	208,470	71.7%
Utilities	1,141,500	772,228	67.7%	1,042,919	1,136,000	774,697	68.2%
Capital Equipment	368,550	225,413	61.2%	275,366	418,550	275,469	65.8%
Function 5 - Operations and Maint	5,450,232	4,050,653	74.3%	5,482,050	5,602,668	4,396,360	78.5%
TRANSPORTATION AND HOUSING							
Transportation and Housing Admin	152,746	73,097	47.9%	107,511	157,870	98,359	62.3%
Student Transportation	1,531,285	1,012,971	66.2%	1,456,595	1,529,479	999,028	65.3%
Housing	24,000	8,400	35.0%	11,550	18,000	4,800	26.7%
Function 7 - Transportation and Housing	1,708,031	1,094,468	64.1%	1,575,656	1,705,349	1,102,187	64.6%
TOTAL FUNCTION 1-7	46,602,040	32,843,096	70.5%	45,984,823	48,267,064	34,450,700	71.4%



April 10, 2019

Ref: 207400

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

Dear Ms. Flynn:

Thank you for your letter of January 11, 2019, regarding the release and subsequent use of school-level results of the Foundation Skills Assessment (FSA), on behalf of the Qualicum Board of Education.

As the Minister of Education, I take the responsibility of ensuring the success of all students very seriously. What students know and the abilities that they are expected to demonstrate is reflected in province-wide performance standards and assessments including the FSA. These assessments are informed by international best practice and robust evidence towards greater equity and improvement in student outcomes. In this context the FSA provides evidence of how well British Columbia's students are doing in foundational areas.

FSA results show where individual students excel and where they need assistance. Province-wide assessments determine student achievement over time (through cohort tracking), for early identification of students at risk of not graduating on time, and to ensure that students across the province are receiving equitable educational experiences.

The FSA was updated in 2017 to respond to changes in curriculum, and reflects current classroom practices, such as providing students opportunities for collaboration and reflection, as well as providing students a choice over reading topics. There is continued room for improvement in both communications regarding the purpose and benefits of the FSA, and how schools and parents utilize FSA results to improve supports for student success.

All Grade 4 and Grade 7 students are required by British Columbia's *School Act* to participate in the FSA because information about every child is important to parents and to schools. When all students write the assessment, students, parents, teachers, schools, boards of trustees and the Province receive accurate information on how students are learning with the ongoing aim to improve the outcomes for all students.

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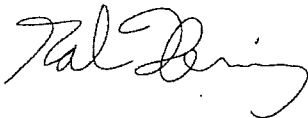
Students now write the FSA in the fall instead of the winter. This important change means teachers receive student results earlier, providing information on what students know, can do, and understand earlier in the school year. Along with classroom assessment information, the FSA provides valuable information to parents on how their child is performing in reading, writing, and numeracy. The individual results of all students allow educators to make early interventions that can enhance success later in each child's schooling.

The Ministry has heard from several education sector partners such as yourself who have expressed concerns with school level FSA data being publicly released. These concerns are taken seriously and as a result the Ministry is reviewing the policies and practices regarding the publication of school-level assessment data to support improved student outcomes while working to prevent it from being misused by ideologically driven organizations.

It is important to note that British Columbia's Freedom of Information laws allow the public to request and obtain copies of records held by the provincial government; this means school-level FSA data is released when a request is made through the *Freedom of Information and Protection of Privacy Act*. Within these circumstances, the Ministry is committed to ensuring that FSA results are not used in ways that are detrimental to students and schools while balancing our commitment to transparency.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming
Minister



PURPOSE:

To set out the rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

I. RULES OF ORDER

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

II. MOTIONS

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if he/she **the presiding officer** feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process: (see Item 7 below).
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.



5. All motions shall be subject to amendment except the following :
 - a. Motion that the question be now put.
 - b. Motion for adjournment of debate or adjournment of a meeting.
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.
 - d. Motion to refer to Committee.
 - e. Motion to proceed to next business.

6. **Amendment**
An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

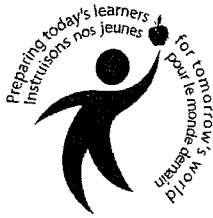
7. **Reconsideration**
A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

III. REGULAR BOARD MEETINGS

1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at ~~7:00~~ 6:00 p.m. during the regular school year.
2. Due to the Winter and Spring Break periods, the Regular Board Meetings in December and March will be held on a the second Tuesday of those two months.
3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at ~~7:00~~ 6:00 p.m. No regular meeting will be held in July.
4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these Bylaws.
6. All regular meetings of the Board shall be open to the public.
7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled.



8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.
9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) **Call to order and Introductions**
 - 2) **Acknowledgement of Traditional Territory**
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes **each**)
 - 6) Business arising from the minutes.
 - 7) ~~Trustee Highlights~~
 - 78) Mount Arrowsmith Teachers' Association
 - 89) Canadian Union of Public Employees, Local 3570
 - 940) District Parents Advisory Council
 - 1044) Public Questions and Comments Period (written) (40 minutes)
 - 1142) Action Items
 - 1243) Information Items
 - Attached
 - 1314) Education Committee of the Whole Report
 - 1415) Policy Committee Report
 - 1516) Reports from Representatives to Outside Organizations
 - 1617) Trustee items
 - 1748) New or Unfinished Business
 - 1814) Board Correspondence and Media
 - 19) Public Question Period
 - 20) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be available at the Board office by noon of the day preceding the Regular Board Meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.
14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.



IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School District Staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.
 - c. To consider information regarding appointment, employment, dismissal and personnel matters.
 - d. Legal opinions and or claims respecting the liability or interest of the Board.
 - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
 - f. Medical examiners or examinations and medical reports.
 - g. Matters pertaining to the safety, security or protection of Board property.
 - h. Such other matters as the Board may decide.

2. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.

3. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board Office by noon of the day preceding the meeting.

4. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
 1. Call to order
 2. Adoption of the Agenda
 3. Approval of the Minutes
 4. Business Arising from the Minutes
 5. Personnel Items
 6. Action Items
 7. Information Items
 8. New or Unfinished Business
 9. Trustee Items
 10. Adjournment

5. All newly elected School Trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.



V. SPECIAL MEETINGS

1. A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the Trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. Time for public comments and/or questions will be included. Public Comments/Questions must be directly related to the topics on the special meeting agenda
2. All reasonable steps shall be taken to notify each Trustee 24 hours in advance of a special meeting.
3. In the event of crisis or catastrophe within the School District, all reasonable steps shall be taken to notify each Trustee immediately of a special meeting.
4. The Agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.

VI. DELEGATIONS

1. Delegations wishing to appear before the Board of Education shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the Delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at his/her discretion, will rule whether the Delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the Board's decision and subsequently, confirm the Board's decision in writing to the delegation.

VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board Meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.



3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

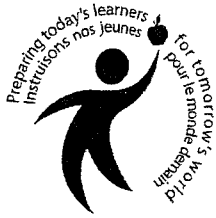
What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only eg. Enrolment Report
- Routine matters such as appointments to committees
- Field trip approvals
- Matters which do not appear to warrant a discussion

VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should stand and identify themselves.
3.
 - a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.
 - b. Questions at Special Board Meetings must be related to the call of the meeting.
4. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
5. A question period for the Press will be provided after the meeting adjourns.



IX. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time this _____ day of _____, 2019.

Read a second time this _____ day of _____, 2019.

Read a third and final time, passed and adopted this _____ day of _____, 2019.

BOARD CHAIR

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 5070 5004

STUDENT PROMOTION/PLACEMENT

Page 1 of 1

Policy

The Board of Education believes that the promotion/placement of any student **by grade, course or program**, should be based on the judgement of what is best for the student, considering his/her intellectual, social, physical and emotional needs; and take into account the fact that effective education requires the presence of continuous and appropriate challenge to stimulate interest, effort and achievement in keeping with the student's ability.

REGULATIONS

The principals of each school shall establish appropriate promotion/placement policies and procedures consistent with provincial and district guidelines and requirements.

The principal should ensure that parents of students who may be at risk are familiar with the promotion/placement policies and procedures at the school.

Promotion/placement in secondary school should be by course.

Retention of students or placement of students, in modified classes or special education programmes, shall be made only after consultation with parents.

Promotion/placement in secondary schools should be by course.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT PROMOTION/PLACEMENT

Page 1 of 1

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