



REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 25, 2019

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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: May 28, 2019 p 1-7
- b. Ratification of In Camera Board Meeting Minutes: May 21, 2019 p 8
- c. Ratification of Special In Camera Board Meeting Minutes: May 6, 2019 p 9
- d. Ratification of Special In Camera Board Meeting Minutes: May 31, 2019 p 10
- e. Approval in principle for a student field experience to Japan from March 11 to 23, 2020 p 11-16
- f. Receipt of Ministry News
 - Careers summit will help students better prepare for the future p 17-18
 - Increasing access to education for former youth in care p 19-21
 - Local partnership agreements support First Nations in education decision-making p 22-25
 - New teaching standard strengthens Truth and Reconciliation in the classroom p 26-28
- g. Status of Action Items – June 2019 p 29

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 25, 2019, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

- a. **Role of the Medical Health Officer and Board Responsibilities in the Improvement of Health in the Community** *(Dr. Hasselback)*

6. BUSINESS ARISING FROM THE MINUTES

- a. **Concept of Designated Bus and Driver for District Use** *(Keven Elder/Gillian Wilson)*
- b. **Capital Reserve for Energy Projects** *(Ron Amos) p 30-31*

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

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8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
9. **DISTRICT PARENTS ADVISORY COUNCIL**
10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
11. **ACTION ITEMS**
- a. **Board/Authority Authorized Courses** (Gillian Wilson) p 32-47
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Courses Model UN Introduction 10.

THAT the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course Model UN Advanced 11.
- b. **Enhancing Student Learning Plans** (Gillian Wilson)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the 2019-20 *Enhancing Student Learning - School Plans* as reviewed by members of the Board at each school between May 27 and June 7, 2019.
- c. **Annual 5-Year Capital Plan** (Ron Amos) p 48-49
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the Annual Five Year Capital Plan as presented.
- d. **School Calendar Adjustment** (Gillian Wilson) p 50
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the 2019/20 School Calendar adjustment to move the district planning day from September 27 to September 24, 2019.
- e. **Board Standing Committees 2019/20** (Keven Elder) p 51-55
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) adopt the Standing Committees model as proposed, on the schedule as proposed.
12. **INFORMATION ITEMS**
- a. **Educational Programs Update** (Gillian Wilson)
- b. **Education Planning Update** (Keven Elder)
- c. **Programs and Facilities Review Fall 2019** (Keven Elder) p 56-57
13. **EDUCATION COMMITTEE OF THE WHOLE REPORTS** (Laura Godfrey)
- a. **May 28, 2019** p 58
- b. **June 18, 2019** p 59-62

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- 14. POLICY COMMITTEE REPORT** *(Trustee Young)* p 63
- a. Board Policy 5004 (Previously 5070): Student Placement** p 64-65
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to renumber and adopt the revisions to Board Policy 5004: *Student Placement* at its Regular Board Meeting of June 25, 2019.
- b. Board Policy 8004: Health & Safety in the Workplace** p 66-73
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 8004: *Health & Safety in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of June 25, 2019.
- c. Board Policy 9000: Information Management and Access** p 74-87
(Previously 9000, 9001, 9002, and 9003)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 9000: *Information Management and Access* and its attendant Administrative Procedures at its Regular Board Meeting of June 25, 2019.
- 15. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 16. TRUSTEE ITEMS**
- a. Paperless Board Agenda Package** *(Trustee Austin)*
- 17. NEW OR UNFINISHED BUSINESS**
- 18. BOARD CORRESPONDENCE AND MEDIA**
- 19. PUBLIC QUESTION PERIOD**
- 20. ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, MAY 28, 2019

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

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

Administration

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Chris Dempster	General Manager of Operations
Rosie McLeod-Shannon	District Principal, Indigenous Education Programs Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

3. ADOPTION OF THE AGENDA

19-46R

Moved: Trustee Young *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

Item e: Approval in principle for an elementary student trip to Hong Kong, China from March 14 to 28, 2020, was removed from the consent agenda and placed under *Action Items*.

- a. Approval of Regular Board Meeting Minutes: April 23, 2019
- b. Approval of the Special Budget Board Meeting Minutes: April 16, 2019
- c. Ratification of In Camera Board Meeting Minutes: April 16, 2019
- d. Ratification of Special In Camera Board Meeting Minutes: April 4, 2019
- e. Ratification of Special In Camera Board Meeting Minutes: April 16, 2019
- f. Ratification of In Camera Board Meeting Minutes: April 30, 2019
- g. Approval in principle for Ballenas Secondary School student field trip to Europe during Spring Break 2021.
- h. Receipt of Ministry News
 - British Columbians benefit from increased access to French resources in libraries
 - Creating opportunities for kids to thrive through power of sport B.C. students' success to be showcased to the world at conference
 - More students supported by SOGI-inclusive education Premier's statement on International Day Against Homophobia, Transphobia, Biphobia
 - New funding provides students opportunities to train for STEM careers
- i. Status of Action Items – May 2019

19-47R

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 May 28, 2019 as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Deb Comer, President, commented on the following:

- Appreciation to the Board for reconsideration of the spring conferencing day on the 2019/20 district calendar.
- Seven local bargaining sessions have been held and there is mutual respect at the table and a focus of 'interest-based bargaining'.
- Negotiations at the provincial table are not going as well and encouraged the Board to inquire how the current workload proposals could affect the district when attending the provincial meetings being held by the BC Public School Employers Association (BCPSEA) during the week of June 3-7, 2019.
- Appreciation for MATA being invited to be part of the process to hire a new superintendent for the district and on behalf of staff who have had the opportunity to send in their input to the process as well.

8. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570

No Report

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Christine Rayner, DPAC Vice President, advised that she and another parent were sponsored by DPAC to attend the BC Confederation of Parent Advisory Councils (BCCPAC) Conference and Annual General Meeting held May 3-5, 2019. This was her first conference which she found enlightening and appreciated the collaboration on the provincial level. The island PACs are collaborating to create a constitution and hope to host an island conference in the fall.

She also noted that the DPAC elections will be held at the final DPAC meeting in June.

10. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

None

11. ACTION ITEMS**a. 2019/20 School Fees**

Associate Superintendent Wilson reviewed the school fees as proposed for the 2019/20 school year and provided additional clarification for trustees regarding financial aid and programs of choice.

19-48R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve the 2019/20 School Fees as presented.

CARRIED UNANIMOUSLY

b. 2019-20 Annual Facility Grant Spending Plan

Secretary Treasurer Amos reviewed the smaller capital projects to be funded as discussed at the Capital Planning Committee the previous week.

19-49R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) receive the Annual Facility Grant spending plan for 2019-20 as presented.

CARRIED UNANIMOUSLY

c. Board Authority Authorized Course: Power Mechanics 11**19-50R**

Moved: Trustee Young *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve the Board Authority/Authorized Course: Power Mechanics 11

CARRIED UNANIMOUSLY

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

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

- Educational Technology Committee met on May 27th to discuss how to support digital literacy in the community.
- Over 600 parents responded to the survey regarding Ministry Pilot Reporting Order, overall, the response was very positive. There is still some communication needed to support parent education on the use of portfolios and assessment practices. The Curriculum Implementation Advisory Committee will be meeting on May 30th to review all the data prior to sending it to the Ministry.
- The second session of Trauma Informed Practice, which is part of the Train the Trainer program, is being held on June 3rd.
- During the month of June a number of year-end activities and celebrations are taking place at the same time planning is underway for the upcoming school year.

b. Education Planning Update

Interim Superintendent Elder reported on the following activities taking place in the area of education planning:

- He and the Associate Superintendent have been meeting with school administrators to review and discuss their school's Enhancing Student Learning Plans. Trustees will also be visiting schools to review the plans during the weeks of May 27 to June 7. The plans are aligned with the district priorities through the strategic plan to create the District Enhancing Student Learning Plan
- Planning for 2019/20 is intensely underway as staff work hard to finish this year strongly and in ways that support children, especially those who are struggling at this time of year.
- Year-end celebrations are planned in June alongside the continued work of the teaching and learning team.
- He acknowledged a number of staff members who are retiring or moving on from the district for one reason or another.
- He has been supporting the board in organizing its governance model for the upcoming year and a full final recommendation will be presented for board approval at the June board meeting.
- Attended the grad transitions interviews and the advice given by student peers was do your work, do it on time and you will be fine. These are focussed students who are ready to move on and a credit to the staff in the district.

c. 2018 Carbon Neutral Action Report (CNAR)

Secretary Treasurer Amos reviewed the Carbon Neutral Action Report (CNAR), noting that this is one step the district must go through to confirm that it is aware of its emissions profile and what actions are being taken to reduce its carbon footprint.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT**a. School Calendar Adjustment**

Associate Superintendent Wilson noted that the district and the local teachers union are still in consultation regarding the date of the September district-based

professional development day. The revised calendar will come to the Board for final approval at the June board meeting.

19-51R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve the 2019/20 School Calendar adjustment to move the Conferencing Day of December 20, 2019 to May 1, 2020.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE REPORT

Trustee Young referred to the addenda which contained the notes from the Board Policy Committee held May 24, 2019.

a. Board Policy 5003 (Previously 5056): Acceptable Use of Technology

19-52R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to renumber and adopt the revisions to Board Policy 5003: *Acceptable Use of Technology* and its attendant Administrative Procedure at its Regular Board Meeting of May 28, 2019.

CARRIED UNANIMOUSLY

b. Board Policy 5004 (Previously 5070): Student Placement

19-53R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to renumber and adopt the revisions to Board Policy 5004: *Student Placement* at its Regular Board Meeting of May 28, 2019.

CARRIED UNANIMOUSLY

c. Board Policy 8004: Health & Safety in the Workplace

Trustee Young noted an amendment that was made to page 5, section 14 of the administrative procedure.

19-54R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to renumber and adopt the revisions to Board Policy 8004: *Health & Safety in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of May 28, 2019.

CARRIED UNANIMOUSLY

15. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

- a. BC School Trustees Association Annual General Meeting – Trustee Young**
As presented in the agenda package

16. TRUSTEE ITEMS**a. French Advisory Committee**

Trustee Young provided an overview of the discussions which took place at the meeting held on Monday, May 27th and highlighted the following:

- Reports were received from Ballenas and École Oceanside Elementary regarding their French programs which sound quite robust.
- There are concerns about provincial grad assessment and the implications on French Immersion, particularly in the area of numeracy.
- Committee members are struggling to meet one of the committee's goals, which is to provide more opportunities to speak French in the community.
- The committee is also wanting to further develop a mission/legacy approach so it has a structure on which it can hand off some of the French immersion work.
- The exit interviews done each year were interesting to review and provided some of the rationale as to why students leave the program.

b. Capital Planning Committee

Trustees discussed whether or not there was philosophical support of the Board placing modular buildings on school district property for the purposes of providing additional educational space and that it be considered within the long-term capital planning of the district. Should the Board's position be in favour of modular buildings, feedback would then also be obtained from partner groups, staff, parents, and students to determine if there is support for modular buildings on school district property.

19-55R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) begin a process to determine its support by October 31, 2019 for the placement of modular buildings on school district property for educational purposes.

CARRIED UNANIMOUSLY

Trustees continued discussion to determine if the Board was in favour of placing modular buildings on school district property to provide space for daycares.

Senior staff provided additional information regarding a request from a current daycare provider who is located in a school to consider the option of placing a modular on the school grounds. It was also noted that funding for the modular could be applied for through provincial funding that has been allocated for daycare spaces on municipal or school district lands

19-56R

Moved: Trustee Austin *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) support the placement of modular buildings on school district property for daycare purposes.

19-57R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the motion be amended to read:

THAT the Board of Education of School District 69 (Qualicum) support in principle the placement of modular buildings on school district property for daycare purposes.

CARRIED

19-56R

Moved: Trustee Austin *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) support in principle the placement of modular buildings on school district property for daycare purposes.

CARRIED UNANIMOUSLY

Trustees then discussed a proposal brought forward from the Capital Planning Committee to place funds from the general account into a separate account that would fund energy and utility savings projects. This would free up money from the annual facilities grant for other projects to keep schools maintained and move those projects forward.

19-57R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) request staff report back to the Board on options regarding the use of operational savings from utility expenses to establish a capital reserve fund that would be used to support ongoing energy savings projects such as boiler replacements and solar projects.

CARRIED UNANIMOUSLY

17. NEW OR UNFINISHED BUSINESS

None

18. BOARD CORRESPONDENCE AND MEDIA

a. Letter to Regional District of Nanaimo Board of Directors

19. PUBLIC QUESTION PERIOD

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

- Modular building survey criteria and backgrounder
- Ministry of Children and Family Development announcement regarding childcare spaces on school sites- (Childcare BC New Spaces Fund)
- Correction to attendees at the Education Committee of the Whole Meeting

20. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:18 p.m.

 CHAIRPERSON

 SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
May 21, 2019

ATTENDEES:

Trustees

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

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:

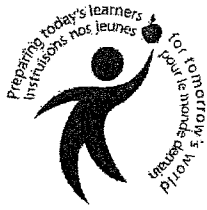
- Legal
- Personnel
- Board of Education Scholarships

The Board of Education approved motions regarding the following:

- Legal
- Board of Education Scholarships

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT
May 6, 2019

ATTENDEES:

Trustees

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

Administration

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer

The Board of Education discussed the following matter:

- Personnel
- Scholarships

No motions were presented for board approval at this meeting

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT

May 31, 2019

ATTENDEES:

Trustees

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

Administration

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matter:

- Personnel

The Board of Education approved motions regarding the following:

- Personnel

Chairperson

Secretary Treasurer



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:

Educator-in-Charge: *Brad Wilson*
 Proposed Destination: *Japan - Nagoya, Hiroshima, Kyoto*
 Proposed Departure Date: *March 11, 2020* Proposed Return Date: *March 23, 2020*
 Area of Study: *Japanese* Grades: *10-12*
 Educational Purpose of Trip: *Deepen understanding of Japanese culture*
 Total No. of Students: *8*
 Total Projected Cost: *\$3,600 per student x 8 = \$28,800*
 Projected Cost per Student: *\$3,600* Projected Built-in Cost per Teacher: *\$200* Projected Cost to Teacher (if any): *\$2,200*
 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: *Teachers and office staff - Nina Knodde Business Manager*

Category 4 Out of Province Field Experience - Preliminary Approval

Educator-in-Charge (please print): <i>Brad Wilson</i>	Date (day/month/year): <i>3/06/2019</i>	Educator-in-Charge signature: <i>B. Wilson</i>
Principal Name (please print): <i>Lori Marshall</i>	Date (day/month/year): <i>3/06/2019</i>	Signature indicating preliminary approval: <i>L. Marshall</i>
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

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



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

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

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

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

April 17, 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 Japan for Spring Break 2020. This trip has been planned by teacher, Brad Wilson. The tentative dates are March 11-23, 2020.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall
Kwalikum Secondary School

Copy: Brad Wilson

To School Board 69

Request for Approval for a student group to travel to Japan in 2020 for a combination school exchange and tour

April 17, 2019

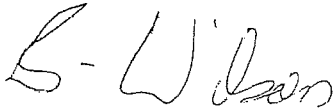
After our recent visit to our sister school in Japan , Aichi Keisei High School, Kwalikum Secondary School has been invited back by our sister school for spring break 2020. We are asking for approval to take between 4 and 10 students on a combination school exchange and tour to Japan in March 2020. We will be away 13 days, – tentatively March 11 to March 23. We will spend four days with our sister school, Aichi Keisei High School, in the city of Inazawa in Aichi prefecture. The rest of that time will be spent on our own, visiting important cultural sites in Kyoto, Nara, Himeji, and Hiroshima.

Aichi Keisei High School has been visiting KSS every spring for the past five years with about 60 students and their teachers for a four day stay. Aichi Keisei has asked us to send a group of students and teachers to visit them. The visits of Aichi Keisei to KSS and the proposed visit to Japan are organized by Brad Wilson at KSS. Brad Wilson, Nina Knocke, Taylor Wilson and Ryne Barton will be the chaperones for this trip.

The proposed trip is for students who will be in their grade 10, 11 and 12 years at KSS in 2020.

Thank you for your consideration.

Brad Wilson

A handwritten signature in black ink that reads "B. Wilson". The signature is written in a cursive style with a large initial "B" and a stylized "Wilson".

Japanese Teacher,

Kwalikum Secondary School

Itinerary for Kwaliikum Secondary School Japan Exchange March 11 to March 23, 2020

Estimated Tour Cost for all travel, accommodation, meals and insurance - \$3600

PARENT INFORMATION NIGHT – WEDNESDAY, APRIL 10 AT 7 PM – ROOM 205 AT KSS

Train times in Japan are our hoped for departures and arrivals. Reservations will be made once we are in Japan.

- Day 01 Mar. 11, Wednesday Vancouver to Nagoya via Tokyo**
05:00 Meet at KSS and take school bus to Departure Bay Ferry Terminal
06:15 Walk on to ferry for Horseshoe Bay
09:00 Take bus 257 from Horseshoe Bay to downtown Vancouver.
Transfer to Skytrain and travel to Vancouver International Airport
10:40 Assemble in front of Japan Airlines at Vancouver Airport
14:00 Depart Vancouver by **Japan Airlines 017**
Cross International dateline – lose a day
Students buy own lunch at Vancouver airport prior to departure.
- Day 02 Mar. 12 , Thursday**
Narita, Tokyo – Nagoya
16:30 Arrive at Narita Tokyo airport and proceed through customs and immigration
18:25 Depart Narita by connecting flight **JAL 3087** for Nagoya
19:40 Arrive Nagoya Centrair Airport. Stay at **Toyoko Inn Orange Side Hotel**
<https://www.toyoko-inn.com/search/detail/00148/> at Centrair Airport.
- Day 03 Mar.13, Friday**
Nagoya/Aichi Students Homestay for 4 nights
08:00 Take Meitetsu express train Nagoya Airport arriving at Kounomiya Station in Inazawa City at **08:55**. We will be met at the station by Aichi Keisei High School staff and taken by school bus to the school. School Activities for the day. **Breakfast will be provided at the hotel. Aichi Keisei High School will provide lunch.**
- Teachers will stay at Hotel Sunroute Nagoya**
<https://www.sunroute.jp/english/hotelinfo/tokai/plazanagoya/index.html>
- HOME STAY from Mar 13 to 17 for 4 nights – One student per host family.**
- Day 04 Mar.14, Saturday Nagoya/Aichi**
With host families.
- Day 05 Mar.15, Sunday Nagoya/Aichi**
With host families.
- Day 06 Mar. 16, Monday Nagoya/Aichi**
School Activities for the day.

- Day 07** **Mar. 17, Tuesday** **Nagoya to Kyoto**
- 09:08** Travel by **Hikari 461** (Shinkansen) from Nagoya to Kyoto.
09:45 Arrive in Kyoto and check in to the **Sanoya Hotel** <http://www.sanoya.net/>. Explore the downtown area to orient group for shopping and inexpensive places to buy food. Buy and eat lunch. Walk to and visit Sanjuusangendo Temple. Then go by foot to Kiyomizu Temple. Return by foot to the guest house by 5pm. Students buy own supper. Meet at 7 pm to do evening walking tour of Gion district which is the old Kyoto Geisha district. Return to guest house. In own room by 11 pm.
- Breakfast will be provided by the host families. **Students buy own lunch and supper.**
- Day 08** **Mar. 18, Wednesday** **Kyoto / Nara**
- Travel to the ancient capital of Nara – about 45 minutes by local train and walk to Todajji Temple. Eat lunch in Nara and return to Kyoto by 3pm. In own room by 11 pm. **Breakfast provided at hotel. Students buy own lunch and supper.**
- Day 09** **Mar. 19, Thursday** **Kyoto to Himeji and Hiroshima**
- 08:00** Leave Kyoto by Shinkansen for Hiroshima.
9:00 Arrive in Himeji and put bags into coin lockers. Walk to Himeji castle (about a 20 minute walk) and explore the castle. Return to Himeji station and buy lunch at the station
13:00 Take the Shinkansen to Hiroshima. Drop bags at the **Grand Intelligent Hotel** <https://intelligent-hotel.co.jp/grand/> and head to the Hiroshima Peace Park by tram car with our 1,000 paper cranes. Visit the Children's Shrine and make our offering of 1,000 paper cranes for peace. Return to downtown area at around 5pm. Explore the station area and find good places to eat supper. Students have free time until curfew.
Breakfast provided at hotel. Students buy own lunch and supper.
- Day 10** **Mar. 20, Friday** **Hiroshima**
- 08:50** Take local train from Hiroshima Station.
09:18 Arrive at Miyajimaguchi Station. Travel by ferry to Miya island and view Itukushima Shrine. Then climb Mt. Misen to see the "2nd most beautiful view" in Japan. **Breakfast provided at hotel. Students buy own lunch and supper.**
- Day 11** **Mar. 21, Saturday** **Hiroshima to Takayama via Shin Kobe and Nagoya**
- 09:50** Leave Hiroshima on by Shinkansen.
11:10 Arrive at Shin Kobe and change trains for Nagoya
11:20 Leave Shin Kobe for Nagoya on Shinkansen.
12:30 Arrive at Nagoya and change trains for Takayama.
12:50 Leave Nagoya on regular train.
15:10 Arrive at Takayama. Walk or take inn shuttle to our Japanese inn. Accommodation at inn for 2 nights. **Breakfast provided at hotel. Students buy own. Supper will be provided at the inn.**

Day 12

Mar. 22, Sunday

Takayama

Tour the morning market and explore the streets of the "Old Town" which dates to the Edo Period. Have lunch and then take public transit to the Hida Folk Village. Return to the Inn by 16:00. **Students buy own lunch. Breakfast and supper will be provided at the inn.**

Day 13

Mar. 23, Monday

Takayama to Vancouver via Nagoya

06:45 Take train from Takayama to Nagoya.

09:15 Arrive at Nagoya and change trains to Nagoya Chubu Centrair Airport.

Check in to Japan Airlines flight for Narita, Tokyo by 11:50

14:50 Depart Nagoya by **Japan Airlines 3084**

16:00 Arrive at Narita Tokyo airport

18:00 Depart for Vancouver by **Japan Airlines 018**

11:00 Arrive Vancouver. After being processed through customs and immigration, take the Skytrain to downtown Vancouver. Change to bus 257 and travel to Horseshoe Bay Ferry Terminal.

15:45 Take ferry from Horseshoe Bay to Departure Bay in Nanaimo.

17:15 Arrive at Departure Bay. Students picked up by their parents at Departure Bay Terminal.

Students buy own lunch and supper. Breakfast will be provided at the inn.

NEWS RELEASE

For Immediate Release
2019EDUC0048-001127
May 31, 2019

Ministry of Education

Careers summit will help students better prepare for the future

RICHMOND – To ensure B.C. students graduate with the skills, competencies and confidence needed to succeed in post-secondary education and the workforce, the Province is hosting a careers summit to hear valuable input from employers, education partners, post-secondary institutions and students.

“All students deserve to graduate with the know-how to plan and build successful futures for themselves, but some kids are telling us they do not feel prepared to enter post-secondary school or the workforce,” said Rob Fleming, Minister of Education. “With a rapidly changing labour market and abundant job opportunities, it’s critical we do everything possible to equip students with the creative, analytical, entrepreneurial and communication skills that employers and post-secondary institutions are looking for.”

Today’s summit will take place at Kwantlen Polytechnic University. It will bring together more than 120 education partners, post-secondary institutions, unions and employers from a variety of fields, including the tech sector, construction, mining, finance, health care and the scientific community to discuss how to ensure secondary school students graduate with the right work experience and skills needed to have the best chance of future success.

The summit will also look at ways to improve and expand dual credit programs so high school students can gain post-secondary, apprenticeship or training credits and credentials while they’re still in secondary school. Student delegates will be on hand to provide feedback about their own experiences with dual credit and work placement programs.

“Our government is working hard to create pathways to post-secondary education and trades training for every young person in B.C.,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “The future of our province looks bright with endless possibilities for 21st-century jobs, and we need to support students to cross the finish line. We’re relying on the next generation of trained professionals and skilled leaders as we continue to build the best B.C.”

The careers summit is just a first step. Input from the summit will help inform an expanded career strategy to be launched this fall, building on the work the ministry has done through the new curriculum to sharpen the focus on career preparation and help ease students’ transition from high school.

“Giving kids the opportunity to get a head start on their careers with on-the-job experience is incredibly valuable,” said Bruce Ralston, Minister of Jobs, Trades and Technology. “B.C. has the lowest unemployment rate in the country, and we want to make sure all graduating students have an equal opportunity to explore different career paths and build a prosperous future for

themselves.”

In the 2019-20 school year, students will benefit from a new graduation program that encourages them to take ownership of their own learning and personal growth. The new graduation program includes a range of new course options in areas such as environmental science, web development, digital media, engineering and robotics. Two additional new career-development courses will feature more hands-on, real-world learning. This expanded career strategy will give students even more opportunities to gain relevant experience outside of the classroom and increase pathways to successful careers.

Quotes:

Laird Cronk, president, BC Federation of Labour –

“B.C. secondary students are the workforce of tomorrow. We want them to take ownership of their huge potential for personal and professional growth, developing their skills, aptitude and attitude toward the world of work through apprenticeships, trades training or post-secondary education. The BC Federation of Labour welcomes government’s strategy to focus on career preparation and developing pathways in partnership with industry, labour and the post-secondary sector to help ease students’ transition from high school.”

Val Litwin, CEO, BC Chamber of Commerce –

“The youth in B.C. schools today will be the brains behind our economic future. We have to get them ready now. Government is taking the right approach here by bringing together the full spectrum of stakeholders to ensure we get an A+ on this file.”

Jill Tipping, CEO, BC Tech Association –

“With 6,000 job openings each year, B.C.’s tech and innovation sector is full of rewarding, dynamic career opportunities. We need creative, collaborative problem solvers who are passionate about making a difference in the world – and we need lots of them. That’s why we’re committed to helping educators connect young people with the skills, jobs and career pathways of the future.”

Quick Facts:

- The 2018 Labour Market Survey forecasts 77% of job openings between 2018 and 2028 will require post-secondary education.
- The survey found that active listening, social perceptiveness, judgement and decision-making were important or very important competencies for projected job openings.
- In April 2019, the unemployment rate in B.C. for those aged 15 years and older was 4.6%.
- Each year, approximately 44,000 school-aged students graduate with a Dogwood diploma and 3,000 adult students graduate with an Adult Dogwood diploma.
- In 2017-18, the provincial six-year secondary school completion rate was 84.8%.

Learn More:

Learn more about B.C.’s redesigned curriculum and graduation program:

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



NEWS RELEASE

For Immediate Release
2019AEST0074-001185
June 6, 2019

Ministry of Advanced Education, Skills and Training

Increasing access to education for former youth in care

VANCOUVER – Former youth in care attending a post-secondary institution on a tuition waiver can now access additional funding for living expenses so they can better focus on their academic careers.

Buying books, groceries and paying bills for expenses, such as rent and child care, can be made easier for students with access to \$250,000 in provincial government funding through the Youth Futures Education Fund at the Vancouver Foundation.

The announcement was made at an event with Melanie Mark, Minister of Advanced Education, Skills and Training; Katrine Conroy, Minister of Children and Family Development; Andrew Petter, president, Simon Fraser University (SFU); and Mallory Wood, Vancouver Island University youth representative.

“Former youth in care pursuing their educational dreams don’t always have resources to turn to for covering expenses,” said Mark. “Hope and optimism for the future will come from the Youth Futures Education Fund, removing barriers for students, as they become the change makers and leaders we know they can be.”

The Youth Futures Education Fund is guided by an advisory committee of 15 members and distributed by the Vancouver Foundation. It was established to provide a grant to recipients of the former youth in care Provincial Tuition Waiver Program.

The Youth Futures Education Fund was founded by Coast Capital Savings and the Ministry of Children and Family Development. The fund is governed by an advisory committee comprised of post-secondary institutions, government partners and philanthropy groups. It is funded by Coast Capital Savings, United Way of the Lower Mainland, Ministry of Advanced Education, Skills, and Training, and the Vancouver Foundation.

The Youth Futures Education Fund has been in place since 2015 and has helped over 600 students.

In September 2017, Premier John Horgan announced the Provincial Tuition Waiver Program for students who are former youth in care at all 25 public post-secondary institutions and the Native Education College. In July 2018, the program was expanded to foundation and apprenticeship training programs at 10 union-based training providers. Previously, there was no provincial standard.

More than 806 former youth in care have benefited from the Provincial Tuition Waiver Program compared to 189 youth in 2016-17 under the initial voluntary program — an increase of 326%.

Quotes:

Katrine Conroy, Minister of Children and Family Development —

“Many parents tuck some money into a bank account or investments as their kids are growing up to help them on the road to independence when they turn 19. That’s exactly what we’re doing for youth in care, because we want them to succeed in school and in life. It’s why we invest in funds like this, which cover those costs beyond tuition that can be such a challenge for any young student. It’s one more way we’re there for former kids in care so they can focus on their studies and, ultimately, build a brighter future.”

Jennifer Davenport, chair, Youth Futures Education Fund Advisory Committee —

“We are pleased to see a continued commitment to the Youth Futures Education Fund from government. When students access these funds, they are getting the helping hand they need to allow them to focus on their studies and reach their full potential.”

Maureen Young, director, community leadership, Coast Capital Savings —

“Thank you to the provincial government and to the businesses, philanthropic organizations and individual donors who have helped build the Youth Futures Education Fund. We look forward to continuing to grow the fund to support these young people with basic living expenses, so they can focus on pursuing their dream of an education. By working together, we can all be part of a solution that gives former youth in care the opportunity to succeed and empowers them to fully contribute to their communities.”

Andrew Petter, president and vice-chancellor, SFU —

“The Youth Futures Education Fund is wonderful news for young people who previously might not have imagined that they could participate in post-secondary education. In the last two years, 25 former youth in care have enrolled at SFU, and we look forward to those numbers continuing to rise. We’re proud to provide these and other students an engaging learning environment that enables them to gain knowledge, skills and experiences with lifelong value.”

Verukah Poirier, University of British Columbia Indigenous studies student —

“As a former youth in care, the Youth Futures Education Fund has allowed me to prioritize my learning during my post-secondary journey. I’m very grateful for this support as it, along with UBC’s Post Care Tuition Waiver Program, has lifted the burden of financial stress and allowed me to focus on building a solid foundation for my future.”

Mallory Woods, Vancouver Island University (VIU) youth representative —

“When you don’t have a support system to back you up, it’s tough to pursue a post-secondary education, so the additional funding is a huge help. I’m so proud to be the student representative at VIU because it gives me a chance to work with young people who can discover their passion and become their true, authentic self by achieving an education.”

Quick Facts:

- Over the past four years, the Ministry of Advanced Education, Skills and Training has

committed \$750,000 to the Youth Futures Education Fund, including the \$250,000 in this announcement and the Ministry of Children and Family Development's one-time investment of \$250,000. In total, government has provided \$1 million.

- The Provincial Tuition Waiver Program covers a wide range of studies. There is no income test to be eligible, no minimum course duration, course load or maximum tuition fee coverage.

Learn More:

Provincial Tuition Waiver Program: <https://gov.bc.ca/tuitionwaiver>

Vancouver Foundation: <https://www.vancouverfoundation.ca/youthfutures>

StudentAid BC: <https://studentaidbc.ca/explore/grants-scholarships/youth-futures-education-fund>

Youth Futures Education Fund: <https://youthfutures.ca/>

Contact:

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NEWS RELEASE

For Immediate Release
2019EDUC0052-001192
June 7, 2019

Ministry of Education

Local partnership agreements support First Nations in education decision-making

NANAIMO – First Nations students will benefit from \$3 million in funding for Local Education Agreements (LEAs) with school boards that ensure each First Nation is directly involved in decisions about how their children are educated, with the ultimate goal of improving student outcomes.

The funding will be used to negotiate or renew agreements between local First Nations and public school districts. Each agreement is negotiated locally with the goal of reflecting the unique priorities of individual First Nations. Topics of negotiation can include funding, transportation, sharing information and data, culture and language, as well as other local priorities.

“LEAs serve as a road map for First Nations and their local school boards to work together, respectfully and strategically, to achieve better education results for our First Nations students in public schools,” said Tyrone McNeil, president, First Nations Education Steering Committee (FNESC). “LEAs set out clear expectations and responsibilities, and those are what First Nations have long been calling for in order to create a more effective and more accountable education system for our children.”

These local agreements help improve First Nations’ student achievement, resulting in better grades, increased Dogwood completion rates and smoother transitions to post-secondary education, training or employment. Currently, 146 First Nations communities either have an expiring agreement or are without an agreement. This funding will help more First Nations and school districts ensure there are effective agreements in place.

“Education is key to true and lasting reconciliation, and these agreements ensure First Nations students are confident in their self-identity, in their knowledge of themselves, their families, their communities, their traditional values, languages and cultures,” said Rob Fleming, B.C.’s Minister of Education. “Having boards of education work directly with First Nations to set priorities is incredibly important for empowering First Nations students to excel and pursue their passions.”

The \$3-million grants are part of B.C.’s shared commitment to the B.C. Tripartite Education Agreement (BCTEA) between FNESC, the Province and the Government of Canada. The BCTEA brings more than \$100 million in new federal funding over five years to support First Nations education. British Columbia is leading the way as the only jurisdiction in the country with this kind of partnership agreement, and it benefits all First Nations students, whether they live on- or off-reserve.

“Our government is proud to work with the Education Steering Committee and the

Government of British Columbia under the agreement to help First Nations children throughout the province access quality education consistent with their unique needs, experiences, beliefs and values,” said the Honourable Seamus O’Regan, federal Minister of Indigenous Services. “Co-development with First Nations of a strong, effective and inclusive educational system for British Columbia’s more than 12,000 First Nations students is essential to advancing reconciliation and ensuring student success.”

“This is an important investment that ensures First Nations communities decide what works best in the classroom for students, whether that’s new language programs, cultural studies or seeing their heritage reflected in the lessons,” said Scott Fraser, B.C.’s Minister of Indigenous Relations and Reconciliation. “Access to a meaningful, relevant learning environment is more likely to result in higher achievement and support students to achieve their academic goals.”

The process of negotiating and implementing local agreements helps to build relationships and contributes to reconciliation. While each agreement is unique between a local First Nation and a school district, goals can include the following:

- formalizing local First Nations community involvement in education decisions;
- monitoring and sharing information about First Nations’ student progress and addressing any barriers that might be getting in the way of their achievement;
- strengthening First Nations culture, perspectives and languages in schools; and
- ensuring each First Nations student has the classroom support they need.

Over the past several years, FNEC has developed a variety of tools to support First Nations to negotiate and implement effective agreements. Currently, the BCTEA partners are collaborating to create shared guidelines, a provincial LEA template and continued support for First Nations and school districts with negotiation and implementation of each agreement.

The Province is committed to implementing all the Calls to Action from the Truth and Reconciliation Commission, the United Nations Declaration on the Rights of Indigenous Peoples, and the Draft 10 Principles that Guide the Province of British Columbia’s Relationship with Indigenous Peoples.

Quotes:

Sheila Malcolmson, MLA for Nanaimo –

“Having First Nations involved in educational decision-making at the local level is an important step toward reconciliation. I know that in Nanaimo, School District 68 and local First Nations have already accomplished a lot together. This funding will allow my community and school districts across the province to further break down educational barriers and empower Indigenous students.”

Erin Burnley, Grade 12 student, Nanaimo District Secondary school –

“As students, it is our responsibility to not only understand Indigenous history in Canada, but also how Indigenous peoples are still affected to this day. The problems may not be solved in our parents' generation, which is why it is important for students to lead this change. Having Aboriginal education and local partnerships included in the curriculum helps to develop understanding and empathy, and that is the basis on how we can build important discussions in

the classroom.”

Quick Facts:

- The \$3-million grants for LEAs will be distributed as follows:
 - \$1.5 million for First Nations and \$1 million for school districts to pay for administrative and legal costs associated with negotiating agreements.
 - \$500,000 for the BC Education Marketplace and the Educational Resource Acquisition Consortium to help find qualified negotiators, consultants and mediators, and to ensure consistency in approaches to negotiation.
- LEAs have been used since the 1990s, but they have evolved from a tuition agreement into a tool for building strong partnerships between a local First Nation and a school district.
- LEAs differ significantly from Aboriginal Enhancement Agreements as LEAs apply to on-reserve students for the purchase of programs and services by First Nations.
- School boards may need to negotiate or renew several agreements if the district is within the territory of more than one First Nation.
- The BCTEA includes \$100 million in new investments over five years (\$20 million a year) from the Government of Canada, primarily to support First Nations schools, language and culture, adult education, transportation and educational services.

Learn More:

Local Education Agreements: <http://www.fnesc.ca/lea/>

The BC Tripartite Education Agreement: <http://www.fnesc.ca/bctea/>

Contacts:

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250 356-5963

Thane Bonar
Director, Communications and Policy
First Nations Education Steering Committee
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BACKGROUND

For Immediate Release
2019EDUC0052-001192
June 7, 2019

Ministry of Education

Grant allocation by school district

SD 22 Vernon: \$6,850
SD 23 Central Okanagan: \$6,850
SD 27 Cariboo-Chilcotin: \$75,340
SD 28 Quesnel: \$27,400
SD 35 Langley: \$6,850
SD 40 New Westminster: \$6,850
SD 43 Coquitlam: \$6,850
SD 44 North Vancouver: \$6,850
SD 45 West Vancouver: \$6,850
SD 46 Sunshine Coast: \$6,850
SD 47 Powell River: \$6,850
SD 48 Sea to Sky: \$13,700
SD 49 Central Coast: \$20,550
SD 52 Prince Rupert: \$27,400
SD 58 Nicola-Similkameen: \$27,400
SD 59 Peace River South: \$13,700
SD 60 Peace River North: \$34,240
SD 61 Greater Victoria: \$13,700
SD 62 Sooke: \$20,550
SD 67 Okanagan Skaha: \$6,850
SD 68 Nanaimo-Ladysmith: \$20,550
SD 69 Qualicum: \$6,850
SD 70 Alberni: \$61,640
SD 71 Comox Valley: \$6,850
SD 73 Kamloops/Thompson: \$41,090
SD 74 Gold Trail: \$116,440
SD 78 Fraser-Cascade: \$95,890
SD 79 Cowichan Valley \$41,090
SD 81 Fort Nelson: \$13,700
SD 84 Vancouver Island West: \$27,400
SD 85 Vancouver Island North: \$68,490
SD 87 Stikine: \$41,090
SD 91 Nechako Lakes: \$89,040
SD 92 Nisga'a: \$27,400

Total: \$1 million



NEWS RELEASE

For Immediate Release
2019EDUC0053-001275
June 19, 2019

Ministry of Education

New teaching standard strengthens Truth and Reconciliation in the classroom

VICTORIA – Indigenous students in British Columbia will be better supported and be more connected in school with the addition of a new professional standard that requires teachers to commit to truth, reconciliation and healing.

“Education is key to a true and lasting reconciliation, and educators are essential role models for change,” said Rob Fleming, Minister of Education. “We want to ensure students have the opportunity to learn Indigenous perspectives throughout all subjects in their school career. That’s why it’s imperative our teachers commit to the highest standards when it comes to respecting and valuing the role of Indigenous peoples.”

Under the new standard, all educators are expected to commit to respect and value the history of First Nations, Inuit and Métis in Canada, and to foster a deeper understanding of Indigenous histories, cultures and perspectives, integrating these worldviews into the classroom. Teachers will also bring an understanding of how all people are connected to family, community and the natural world.

This is the first time the Professional Standards for B.C. Educators – set by the British Columbia Teachers’ Council (BCTC) – have included a commitment toward reconciliation. The standards lay out the responsibilities and expectations for educators who hold certificates.

“Seven of the 94 Truth and Reconciliation Commission’s Calls to Action are focused on education,” said Scott Fraser, Minister of Indigenous Relations and Reconciliation. “They highlight how foundational education is to making reconciliation part of the fabric of our society. This new teaching certification means that current and future generations of school children will come through our education system with a firm grounding on why reconciliation with Indigenous peoples is so important to the future of our province.”

In the fall, B.C. will introduce legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples – mandating all provincial laws and policies be in harmony with the declaration. The Province has also committed to complete all the Calls to Action from the Truth and Reconciliation Commission of Canada, and is leading the way as the only jurisdiction in the country to have an agreement that ensures all First Nations students have equity in education, regardless of where they live. The B.C. Tripartite Education Agreement partnership brings \$100 million in federal funding over the next five years.

Quotes:

Jim Iker, chair, British Columbia Teachers’ Council –

“As chair of the BCTC, I was honoured to be part of a collaborative consultation process with

the partners and certificate holders, that enabled us to revise the professional standards, which includes a new Standard 9. This standard honours the histories and cultures of our First Nations, Métis and Inuit peoples. It commits our educators in showing the way toward truth, reconciliation and healing as well as integrating First Nation, Métis and Inuit worldviews and perspectives, ways of knowing and being into our classroom learning environments. The council is proud to have Standard 9 for our educators, students and education system. We hope that educators will be provided with additional support and resources to further implement Standard 9 in an authentic and meaningful way.”

Rebecca Blair, past chair, British Columbia Teachers’ Council –

“As past chair of the BCTC, I am very proud of the collaborative process we have used to develop the revised professional standards. Standard 9 is a significant addition that recognizes the important contributions of First Nations, Inuit and Métis to our society. I appreciate the shared commitment of the stakeholders to support the implementation of these standards.”

Tyrone McNeil, president, First Nations Education Steering Committee –

“The new standard sends a strong and positive message that every educator has an important role to play in creating an education system that responds to the needs of First Nations, Métis and Inuit learners, families and communities. This is part of a larger focus on creating systemic change in B.C. public education system that will support improved outcomes for First Nations learners and advance reconciliation.”

Glen Hansman, president, BC Teachers’ Federation –

“The BC Teachers’ Federation is committed to doing its part to act on reconciliation. That includes addressing overt racism in our schools and the systemic barriers that Indigenous students face, including the racism of low expectations. I want to thank the BC Teachers’ Council for adopting the new ninth standard. The BCTF will continue to work with the council, government and the entire education community to ensure its implementation moves forward proactively and thoughtfully across the entire education system. It is crucial that B.C. teachers, regardless of where they work in B.C., have accurate and culturally responsive teaching resources, as well as support to meaningfully incorporate Indigenous content and worldviews into all work in K-12. That includes ongoing opportunities for anti-racism training and professional development about the intergenerational effects of residential schools and the Sixties Scoop.”

Quick Facts:

- The Professional Standards for BC Educators were formerly known as Standards for the Education, Competence and Professional Conduct of Educators in British Columbia, and they were in effect since 2008.
- The standards extend to about 72,000 educators who hold the B.C. certificate of qualification.
- Eight standards were updated to reflect the new B.C. curriculum, and the new ninth standard sets out Reconciliation commitments.
- The standards also apply to both out-of-province applicants for certification and to teacher candidates enrolled in approved teacher education programs in B.C.’s post-secondary institutions.

- The BCTC also sets teacher education approval standards for B.C. post-secondary institutions offering programs in teacher education, including the certification standards that applicants must meet so they can be licensed.
- In addition to changes in the curriculum, students will also have 17 Indigenous languages available to study, with six more on the way.
- To increase opportunities for educators' professional development, government is providing \$3.1 million toward Indigenous teacher training. Beginning 2019-20, one non-instructional day will be designated to focus on Indigenous student achievement.

Learn More:

Read more about standards for B.C. educators:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

Frequently asked questions about standards for B.C. educators:

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards_faq.pdf

Find out more about the BCTEA: <http://www.fnesc.ca/bctea/>

Find out more about the new curriculum: <https://curriculum.gov.bc.ca/>

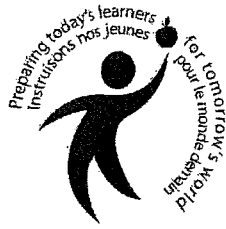
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**SCHOOL DISTRICT 69 (QUALICUM)
STATUS OF ACTION ITEMS**

Action Item	Responsibility	Status	Proposed Deadline
<p>Report to Board re Dedicated Bus/Driver (April 23, 2019) THAT the Board of Education of School District No. 69 (Qualicum) to request of staff to explore the concept of a dedicated bus and driver for extracurricular, innovative and flexible programming and provide a report back to the June Board Meeting</p>	Executive Leadership Staff		June 25, 2019
<p>Capital Planning (May 28, 2019) THAT the Board of Education of School District 69 (Qualicum) begin a process to determine its support by October 31, 2019 for the placement of modular buildings on school district property for educational purposes</p>	Board/Executive Leadership Staff	This topic is on the agenda for the Board Planning Meeting scheduled for September 6, 2019	October 31, 2019
<p>Capital Planning (May 28, 2019) THAT the Board of Education of School District 69 (Qualicum) request staff report back to the Board on options regarding the use of operational savings from utility expenses to establish a capital reserve fund that would be used to support ongoing energy savings projects such as boiler replacements and solar projects.</p>	Executive Leadership Staff		June 25, 2019



SD69 QUALICUM

Ron Amos
Secretary-Treasurer

Memo

Date: June 25, 2019
To: Board of Education
cc: Keven Elder, Interim Superintendent
From: Ron Amos, Secretary Treasurer
Re: Capital Reserve for Energy projects

Rationale:

Following up on discussions at the Capital Planning committee, the Board asked at its May 26 Board meeting for a staff report discussing options for the use of operational savings derived from utility costs to form a capital reserve for future energy savings projects.

Background:

Over the past several years the Board through its various capital funding opportunities has been able to do work to promote clean energy and to derive energy efficiencies.

- **Carbon Neutral Grant** - funded boiler replacement (2014) and lighting upgrades (2016)
- **School Enhancement program** – funded 4 new boilers (2015/2016/2018), transformer (2017) and lighting upgrades (2016)
- **Annual Facility Grant** – funded boiler (2015), lighting and DDC upgrades (multiple years) and 3 new Solar PV array projects (2017/2018/2019)
- **Various energy and federal grants** - in partnership with Islands Trust, funded the solar array project and energy upgrades at False Bay Elementary (2015/2016)

As a result of these various projects our utility costs have been relatively stable even through the market conditions of increasing electrical and fuel costs.

	12/13	13/14	14/15	15/16	16/17	17/18	18/19 (Est)
Hydro	416,514	439,030	415,181	450,626	480,964	497,823	492,139
Natural Gas	380,424	358,742	290,388	245,701	237,367	221,976	195,446
Propane	129,037	150,023	72,315	80,681	51,657	46,802	50,680
	<u>925,975</u>	<u>947,795</u>	<u>777,884</u>	<u>777,008</u>	<u>769,988</u>	<u>766,601</u>	<u>738,265</u>
Under (over) Budget			95,616	103,492	40,512	43,899	96,735

By comparing these costs to the anticipated budgets for each of these years, you can get a sense of the value added by pursuing these projects.

The Capital planning process recognizes current capital infrastructure and their ongoing maintenance and the planning for the District's future needs that might arise. The result is that staff develops the capital budgets knowing which capital funds can support which projects and balancing the inevitable competing priorities. This can sometimes limit staff's ability to do more in any given year.

As an example of external constraints, the Carbon neutral grant which is managed by the Capital branch of the Ministry of Education, has a limited annual budget to support the many competing requests received from all 60 School districts. The result is that our district may only receive approval for a project once every 5 years.

Internally by funding solar PV projects through the AFG program we have to prioritize other emerging projects and defer some projects for later years.

By having a reserve fund, paid for from operational savings, staff would have more opportunity to pursue energy projects without being impacted by competing priorities that become considerations for managing the budgets of the other capital programs.

This report does not seek to provide an amount to be funded annually but rather to gauge the level of support. It would be proposed that the amount would be determined annually according to the School District's financial position at yearend.

Recommendations:

That the Board of Education of School District 69 (Qualicum) support in principle the establishment of a capital reserve fund specifically set up to support ongoing energy savings projects.



SD669 QUALICUM

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 69 Qualicum	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Olivia Hill	Date Developed: June 2019
School Name: École Ballenas Secondary	Principal's Name: Rudy Terpstra
Associate Superintendent Approval Date (for School Districts only): June 19, 2019	Associate Superintendent Signature (for School Districts only):
Board/Authority Approval Date: June 25, 2019	Board/Authority Acting Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

No prerequisite.

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in "mock" conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require formal western business attire, and school ties/scarves have been ordered for the 2019/2020 school year.

Course Synopsis:

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates' abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop advanced critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. Although conferences only last a few days, the skills and experiences that delegates gain last forever.

Goals and Rationale:

- Students will develop a strong understanding of the function of the United Nations, along with the pitfalls of international diplomacy.
- Students will learn to understand complex global issues from a wide array of perspectives
- Students will forge a stronger personal identity through active reflection
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges.

Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies

Students are expected to do the following:

- Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)
- Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Content

Students are expected to know the following:

- History and functions of the United Nations
- Sustainable Development Goals
- Current global issues and related UN Declarations/Conventions
- Positive and negative impacts of globalization
- Flow of debate and Model UN procedure

- Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)
- Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions.

Key skills:

- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions
- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

A student’s assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none"> Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate). 	0%
Formative Assessments	<ul style="list-style-type: none"> Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process. 	0%
Culminating Experiences	<ul style="list-style-type: none"> Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric). 	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none"> Students will upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity skills. 	50%

Learning Resources:

- Great Decisions briefing book, DVD, and teachers guide
- Various websites, including:
<http://unauasa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:



5B 69 QUALICUM

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 69 Qualicum	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Olivia Hill	Date Developed: June, 2019
School Name: École Ballenas Secondary	Principal's Name: Rudy Terpstra
Associate Superintendent Approval Date (for School Districts only): June 19, 2019	Associate Superintendent Signature (for School Districts only):
Board/Authority Approval Date: June 25, 2019	Board/Authority Acting Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

Model United Nations 10

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in "mock" conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require formal western business attire, and school ties/scarves have been ordered for the 2019/2020 school year.

Course Synopsis:

This course in a continuation of the Model United Nations 10 course, in which students are expected to further their skills and understaing of UN policy while taking a leadership role in supporting their fellow delegates. Some students may also choose to serve as conference staff.

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates' abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop advanced critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. This

Goals and Rationale:

- Students will develop a strong understanding of the function of the United Nations, along with the pitfalls of international diplomacy.
- Students will learn to understand complex global issues from a wide array of perspectives.
- Students will forge a stronger personal identity through active reflection.
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.
- Students will take on a leadership role in training/supporting their fellow delegates, and serving as staff at conferences.

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges. Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies

Students are expected to do the following:

- Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)
- Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Content

Students are expected to know the following:

- History and functions of the United Nations
- Sustainable Development Goals
- Current global issues and related UN Declarations/Conventions
- Positive and negative impacts of globalization
- Flow of debate and Model UN procedure

- Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)
- Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

Key skills:

- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are Indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions
- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

A student’s assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none"> Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate). 	0%
Formative Assessments	<ul style="list-style-type: none"> Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process. 	0%
Culminating Experiences	<ul style="list-style-type: none"> Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric). 	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none"> Students will upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity skills. 	50%

Learning Resources:

- Model UN Course Materials (vocabulary, procedure, position paper guide)
- Great Decisions briefing book, DVD, and teachers guide
- Various websites, including:
<http://unausa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:



SD69 QUALICUM

Ron Amos
Secretary-Treasurer

Memo

Date: June 25, 2019
To: Board of Education
cc: Keven Elder, Interim Superintendent
From: Ron Amos, Secretary Treasurer
Re: Annual Five Year Capital Plan

Background/Rationale:

The Ministry of Education is requesting Boards of Educations to submit their 2020/21 Annual Five-Year Capital Plan.

As per the Ministerial policy,

"A board of education's five-year capital plan should reflect a strategy for balancing the supply of existing facilities against both current and projected enrolment demands. This plan should also reflect the replacement or rejuvenation of existing facilities, including seismic upgrades and building envelope remediation."

The 2020/21 Capital Plan submission continues in the format introduced in 2016 when it was changed in a number of significant ways.

- The 2020/21 Capital Pan applies to the five fiscal years 2020/21 to 2024/25.
- The Five Year Capital Plan submission and supporting documentation must be submitted to the Ministry by June 30, 2019. Board approval is still required.
- The Capital Branch has changed to an annual June submission to align with the Provincial fiscal year.
- All capital funding programs, with the exception of the Annual Facility Grant (AFG) are to be included with the same submission.
- The plan requires Districts to consider the projects based on eight defined programs: Seismic Mitigation (SMP), School Expansion (EXP), School Replacement (REP), Building Envelope (BEP), Playground Equipment Program (PEP), School Enhancement (SEP), Carbon Neutral Capital (CNCP) and Bus Replacement (BUS).
- The submission is via a single Excel spreadsheet with a separate workbook for each program
- The school district priorities are to be set by individual program (not a global priority list as in previous years)
- Only BEP projects currently on the Ministry list can be submitted under this program. Other projects concerning building envelope should be submitted under the School Enhancement Program.
- Capital projects can span multiple programs i.e. seismic and addition. These projects should be submitted under both programs in the Capital Plan submission

The SMP and BEP programs generally reside with the Province and their ongoing efforts. This year we have included new seismic projects that were identified through the Ministry's new measure for seismic risk. This rest of the submission includes projects within the scope of the last 4 programs, PEP, SEP, CNCP and BUS.

Recommendations:

That the Board of Education of School District 69 (Qualicum) approve the Annual Five Year Capital Plan as presented.



REVISED District Local School Calendar (2019-2020)

SD469 DISTRICT

Designation	2019-2020
Days in Session	188
Days of Instruction	180
Instructional Hours Elementary	878
Instructional Hours Secondary	952
Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only	Tuesday September 3
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday September 4
District-wide Planning Day Non-instructional Day	Tuesday September 24
Thanksgiving Day	Monday October 14
Conferencing Adjustment Non-instructional day	Thursday October 24
Provincial Professional Development Day Non-instructional day	Friday October 25
School-Based Professional Development Day Non-instructional Day	Friday November 1
Remembrance Day	Monday November 11
Winter Vacation Period	December 23 to January 3
Schools Reopen after Winter Vacation	Monday January 6
BC Family Day	Monday February 17
District Professional Development Day Non-instructional Day	Monday February 24
Spring Vacation Period	March 16 to March 27
Schools Reopen after Spring Vacation	Monday March 30
Good Friday	Friday April 10
Easter Monday	Monday April 13
Conferencing Adjustment Non-instructional day	Friday May 1
School-Based Professional Development Day Non-instructional Day	Friday May 15
Victoria Day	Monday May 18
Final Day for Students Schools dismiss three hours early	Thursday June 25
Administrative Day Non-instructional Day	Friday June 26



Memo

Date: June 25, 2019
To: Board of Education
From: Dr. Keven Elder, Superintendent of Schools
RE: **Board Standing Committees for 2019/20**

Background:

In January I presented the Board with a briefing note outlining options for Board governance, specifically in relation to Board standing and ad hoc committees. In that briefing note I outlined the statutory and legal framework for implementing a more focused approach to the Board's work through standing committees, including the following:

Standing Committees:

Standing committees would be comprised of either all members of the board (committee of the whole) or a minority representation of the board (two trustees), a member of the senior management team as staff lead, and other committee members by invitation of the board. The role of each member of the committee would be predetermined and monitored by the committee chair. Unless the board determines that the public interest so requires (normally land, labour or law), all standing committee meetings would be public meetings with prior notification to partners and the public regarding topics under consideration.

At its inaugural or annual meeting, the Board Chair would appoint trustees to serve on standing committees, and would appoint a chair of each standing committee. For a committee of the whole, the board in committee would choose a vice-chair, and for representative committees the second trustee would be the vice-chair. Should any meeting be scheduled and no trustee be able to attend, the meeting would be rescheduled.

Education Committee of the Whole:

Mandate: To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

Membership: The committee would consist of all five trustees, the associate superintendent, the director of instruction, the superintendent, and as topics require, the secretary treasurer. The associate superintendent would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity.

Operation: The trustee chair of the committee would host the meeting in a structured but informal manner. Presentations would be scheduled and introduced by the associate superintendent, and would be of a duration that makes sense for that topic at that time, as determined by the chair and associate superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus among trustees, with the chair being the final arbiter of the decision.

Finance and Operations Committee of the Whole:

Mandate: To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.

Membership: The committee would consist of all five trustees, the secretary treasurer, the superintendent, the general manager of operations, and as topics require, the associate superintendent. The secretary treasurer would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity.

Operation: The trustee chair of the committee would host the meeting in a structured but informal manner. Materials would be provided ahead of time by the secretary treasurer, with support from the general manager of operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. From time to time the finance and operations would have to operate in camera.

Policy Committee of the Whole:

Mandate: To discuss and make recommendations to the board on all matters related to policy and bylaws.

Membership: The committee would consist of all five trustees, the superintendent, the secretary treasurer and the associate superintendent. The superintendent would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity. The committee would be supported by the Executive Assistant, Board Governance and Operations.

Operation: The trustee chair of the committee would host the meeting in a structured but informal manner. Materials would be provided ahead of time by the superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. How matters get to the committee and are then processed by the board would be in accordance with Board Policy 7: Bylaw and Policy Development and Review.

The January briefing note also referenced Board advisory committees (for example budget and capital planning) as well as Board ad hoc committees (formed as needed).

Since January the Board has operated with an Education Committee of the Whole, which is off to a strong start and has its agenda planning underway for 2019/20. The Board also has a long-standing Policy Advisory Committee which would naturally morph into the Board's Policy Committee. By all reports we are fully ready, willing and able to launch the Board's Finance and Operations Committee.

Based on discussions with trustees to date, it is clear to me that the Board is ready to move fully into the Standing Committees model as proposed. In keeping with appropriate flow of business and information from committees to the Board, the schedule would ideally have the committees meet early in the week before the scheduled Board public meetings, with the Board's in camera meeting also moving to the day of the public meeting in case any in camera business had to flow from committees. A full schedule of proposed meeting dates is attached.

Recommendation:

1. *That the Board of Education of School District 69 (Qualicum) adopt the Standing Committees model as proposed, on the schedule as proposed.*

Submitted with respect,

Dr. Keven Elder
Superintendent of Schools

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2019-20**

AUGUST 2019			
27 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
27 (Tues)	Regular Board Meeting followed by Annual Elections of Chair/Vice Chair	The Forum	6:00 pm
27 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	The Forum	Following Regular Board Meeting
SEPTEMBER 2019			
6 (Fri)	Trustee Informal	Room 205	9:00 am
16 (Mon)	Finance & Operations Committee of the Whole	The Forum	10:30 am
16 (Mon)	Policy Committee of the Whole	The Forum	1:00 pm
16 (Mon)	Education Committee of the Whole	School TBD	3:30 to 5:00
24 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
24 (Tues)	Regular Board Meeting	The Forum	6:00 pm
OCTOBER 2019			
4 (Fri)	Trustee Informal	Room 205	9:00 am
14 (Mon)	<i>Thanksgiving Day</i>		
15 (Tues)	Finance & Operations Committee of the Whole	The Forum	10:30 am
15 (Tues)	Policy Committee of the Whole	The Forum	1:00 pm
15 (Tues)	Education Committee of the Whole	School TBD	3:30 pm
22 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
22 (Tues)	Regular Board Meeting	The Forum	6:00 pm
NOVEMBER 2019			
8 (Fri)	Trustee Informal	Room 205	9:00 am
11 (Mon)	<i>Remembrance Day</i>		
18 (Mon)	Finance & Operations Committee of the Whole	Room 200	10:30 am
18 (Mon)	Policy Committee of the Whole	Room 200	1:00 pm
18 (Mon)	Education Committee of the Whole	School TBD	3:30 pm
26 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
26 (Tues)	Regular Board Meeting	The Forum	6:00 pm
28-30	BCSTA Trustee Academy	Vancouver	
DECEMBER 2019			
6 (Fri)	Trustee Informal	Room 205	9:00 am
17 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
17 (Tues)	Regular Board Meeting	The Forum	6:00 pm
23-Jan 3	<i>Winter Break</i>		
JANUARY 2020			
10 (Fri)	Trustee Informal	Room 205	9:00 am
20 (Mon)	Finance & Operations Committee of the Whole	The Forum	10:30 am
20 (Mon)	Policy Committee of the Whole	The Forum	1:00 pm
20 (Tues)	Education Committee of the Whole	School TBD	1:00 pm
28 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
28 (Tues)	Regular Board Meeting	The Forum	6:00 pm
FEBRUARY 2020			
7 (Fri)	Trustee Informal	Room 205	9:00 am
17 (Mon)	<i>BC Family Day</i>		
18 (Tues)	Finance & Operations Committee of the Whole	Room 200	10:30 am
18 (Tues)	Policy Committee of the Whole	Room 200	1:00 pm
18 (Tues)	Education Committee of the Whole	School TBD	3:30 pm
25 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
25 (Tues)	Regular Board Meeting	The Forum	6:00 pm

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2019-20**

MARCH 2020			
6 (Fri)	Trustee Informal	Room 205	9:00 am
10 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
10 (Tues)	Regular Board Meeting	The Forum	6:00 pm
16-27	<i>Spring Break</i>		
APRIL 2020			
3 (Fri)	Trustee Informal	Room 205	9:00 am
10	<i>Good Friday</i>		
13	<i>Easter Monday</i>		
16-19	BCSTA 113 th AGM	TBC	
20 (Mon)	Finance & Operations Committee of the Whole	The Forum	10:30 am
20 (Mon)	Policy Committee of the Whole	The Forum	1:00 pm
20 (Mon)	Education Committee of the Whole	School TBD	3:30 pm
28 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
28 (Tues)	Regular Board Meeting	The Forum	6:00 pm
MAY 2020			
8 (Fri)	Trustee Informal	Room 205	9:00 am
18	<i>Victoria Day</i>		
19 (Tues)	Finance & Operations Committee of the Whole	The Forum	10:30 am
19 (Tues)	Policy Committee of the Whole	The Forum	1:00 pm
19 (Tues)	Education Committee of the Whole	School TBD	3:30 pm
26 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
26 (Tues)	Regular Board Meeting	The Forum	6:00 pm
JUNE 2020			
5 (Fri)	Trustee Informal	Room 205	9:00 am
15 (Mon)	Finance & Operations Committee of the Whole	The Forum	10:30 am
15 (Mon)	Policy Committee of the Whole	The Forum	1:00 pm
15 (Mon)	Education Committee of the Whole	School TBD	3:30 pm
23 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
23 (Tues)	Regular Board Meeting	The Forum	6:00 pm
AUGUST 2020			
25 (Tues)	In Camera Board Meeting	Room 100	3:30 pm
25 (Tues)	Regular Board Meeting <i>followed by Annual Elections of Chair/Vice Chair</i>	The Forum	6:00 pm
25 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	The Forum	Following Regular Board Meeting

Dates to Add/Confirm:

- District Budget Committee Meetings
- Public Budget Information Session(s)
- Special Board Meetings - Budget
- District Retirement/Long Service Event
- Graduation/Awards Ceremonies



Superintendent of Schools

Memo

Date: June 25, 2019
To: Board of Education
From: Dr. Keven Elder, Superintendent of Schools
RE: **Consideration of Programs and Facilities Review Fall 2019**

Background:

As part of its public board meeting of December 18, 2019, the Board of Education passed the following motion:

That the Board of Education of School District 69 (Qualicum) request that staff develop an overview of issues related to capital plans and the Long Range Facilities Plan that would benefit from having Board level guidance from the perspective of values and philosophical considerations.

Further to that direction, on January 22nd, I presented a briefing note to the Board outlining ten issues that the board should consider by way of values and beliefs. Those questions follow, considerably abbreviated from the original where research, context and background were provided.

1. School size: The Board should consider how important it is to stay within a range of school sizes, and, if there is to be a move to larger or smaller than current sizes, how far beyond those ranges the Board is willing to go.
2. Grade Configurations: The Board should consider how important it is to remain with its current grade configuration, and whether or not a return to middle school would ever make sense in terms of facility optimization and serving developmental and educational needs of adolescents.
3. District Programs: The Board will want to consider its beliefs in relation to what district programs should be offered and, if they are offered, to what extent students should be expected to travel to access those programs. This set of beliefs will serve as a starting point for consideration of program start-ups and locations in the future.
4. Catchment Areas: The Board should continue to discuss its beliefs in regard to catchment area boundaries, including the extent to which the Board is willing to face community backlash over boundary changes in order to align enrolment with operating capacity of schools. Or put another way, whether or not in order to protect current boundaries the board would allow a school to outgrow its operating capacity by repurposing learning spaces or adding space.
5. Maintaining Small Neighbourhood Schools: Given the fairly recent history with this always contentious issue, including at the Board level, and the lack of urgency at this time, this topic may not at this point need to be considered.

6. Specialty Spaces in Elementary Schools: The Board may want to affirm or reaffirm its beliefs in regard to the value of creating and maintaining specialized spaces for specialized learning experiences, particularly in the face of what might be space challenges that come from increasing enrolment in elementary schools.
7. Community Partnerships and Current Leased Spaces: If the Board faces space pressures in the future that are sizable enough to consider adding a school, the question of re-opening a closed site may come up. While that would be well down the road, the Board should have given some thought beforehand as to the question of "reopen, or build new."
8. Modular Buildings as Solutions to Space Limitations: Are modular buildings something that this Board is interested in, and if not would the Board see a space crunch as necessitating reallocation of internal space, moving students, or the possible elimination of a program?
9. Modular Buildings and New Community Programming: Would the Board support having child care or other community spaces established on school properties, including in new modular buildings?
10. Adding Space with Ministry Funding: As schools grow beyond capacity, and if district capacity is at a level where the Ministry would consider adding to a facility rather than expecting boundary changes, how would the Board feel about that, including in relation to reopening repurposed facilities.

Opportunity for a 2019/20 Programs and Facilities Review

Alongside these important issues, or in some cases within them, we have a number of specific emerging priorities that will need some attention in the fall from a planning point of view. Those include:

- English and French Immersion balance at Oceanside
- Nature and location of district programs in all schools
- Schools approaching and surpassing enrolment capacities
- Childcare programs on school properties
- The future of repurposed properties (Qualicum, Craig Street, French Creek, Family Place)
- The future of alternate school programming and locations

I am proposing that these priorities and the ten questions for Board consideration find their way into district and community discourse through a Programs and Facilities Review that we would launch in September. The work in relation to the emerging priorities would be done with working committees that would report to the steering committee.

This initiative would start after, and be framed by, Board deliberation at a Board Planning Day that we will schedule for early September, including determination of the mandate and terms of reference for the steering committee and each working committee.

For now, this is advance notice. We will discuss this further in a Board planning session in the hopes of launching the steering committee and working committees in the fall.

With respect,

Dr. Keven Elder
Superintendent of Schools



Education Committee of the Whole Report to the Board Meeting of June 25, 2019

- Committee Members:** Trustees Austin, Flynn, Godfrey (facilitator), Kurland, Young
Gillian Wilson, Associate Superintendent of Schools
Kevin McKee, Principal, QDPVPA Representative
- Guests:** Rosie McLeod-Shannon
- Meeting Location:** Oceanside Elementary School Library
- Meeting Date/Time:** May 28, 2019; 3:30 p.m.
- Regrets:** Debbie Comer, MATA President, Andrea Button, DPAC President

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **SHARED LEARNING:**
 - Physical Literacy
 - McCreary Centre Society Report
 - Indigenous Programs
3. **INFORMATION ITEM(S):**
 - Pete the Cat
4. **DISCUSSION:**
 - Calendar 2019/20
5. **QUESTION PERIOD:**
6. **NEXT MEETING DATE(S):**
 - June 18th at 3:30; Qualicum Beach Elementary School
7. **ADJOURNMENT**



SD69 QUALICUM

Education Committee of the Whole Report to the Board Meeting of June 25, 2019

- Committee Members:** Trustees Austin, Flynn, Godfrey (facilitator), Kurland, Young Gillian Wilson, Associate Superintendent of Schools
John Williams, Principal, QBES
- Guests:** 15 groups of teachers from a number of the elementary and secondary schools presenting
- Meeting Location:** Qualicum Beach Elementary School
- Meeting Date/Time:** June 18, 2019; 3:30 p.m.

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **SHARED LEARNING**
 - Curriculum Grant Inquiries Presentations – *see attached*
3. **DISCUSSION**
4. **QUESTION PERIOD**
5. **NEXT MEETING DATE(S)**
 - 3:30 – Date and Location To Be Confirmed
6. **RECOMMENDATIONS**
 - None

Curriculum Grant Inquiries Presentation Schedule
 Education Committee Meeting – Tuesday, June 18 at 3:30 p.m.; Qualicum Beach Elementary School

TIME	School	Applicant(s) Name	Project Critical Question
3:35	BSS I	Greg Lewis Mindy Holman Charlotte Campbell Konrad Langenmeier	How can we at BSS incorporate more computational thinking into our junior technology exploratories so that students can access tools that promote problem solving through a coding environment?
3:40	BSS II	Francois Provencher Misha Oak Jessica Kerr Judy Thomas Kathryn Standing	How can we better meet the needs of our students with the new curriculum. How can play-based learning be integrated into the new curriculum.
3:45	SES	Jordan Freed Gary Savage	No question supplied: Requesting a FlashForge 3D printer, printer filament, and KEVA planks to be used as part of SES K-7 STEM and ADST exploratory and makerspace programs.
3:50	OES	Jordan Freed Joe Snyder Erica Dragani Marc Beaulieu Amber Van Der Mark	No question supplied: The resources that OES are looking for are a FlashForge 3D Printer Creator Pro and some printer filament
3:55	EES	Denise Spencer-Dahl Ashely Armstrong Dianne Karras Janet Richards Sarah McLaughlin plus Learning Support Team	How does multi-age learning between primary and emerging intermediate readers increase reading stamina and self-regulation when exploring and connecting to high interest low vocab non-fiction and Indigenous texts in a low risk setting?
4:00	AES I	Jen Pickard Tara Wolfe	How can I make core competency learning visible for learners?
4:05	AES II	Tabitha Holmgren Janis Proctor Louise Cleland Tammi Burke	How can we incorporate core competencies into our daily practice through play? Will this play enable students to deepen their ability to reflect on their own learning?
4:10	KSS I	Gord Dodd Greg Rogers Adam Stefiuk Anne Crossley Maria Gonzalez Keith Harwijne Jim Fleischmann Jessica Martens	We would like collaborative time to examine the new curricula for Sciences 8, 9, and 10

Curriculum Grant Inquiries Presentation Schedule
 Education Committee Meeting – Tuesday, June 18 at 3:30 p.m.; Qualicum Beach Elementary School

4:15	KSS II	John Ruffell Laura John	Look at whether Scholantis, Simple Gradebook, or FreshGrade provides the most user-friendly interface for students and teachers when using performance scales for evaluation. Tied to this will be whether any of these interfaces provides an improved method of communicating student learning for online (DL) courses)
4:20	NBES I	Elisa Tulli Jill Brown Patricia Craig Kim Wilson Tandy Gunn Trish Cathrine	How can a model of co-teaching support ALL in curricular and core competency goals?
4:25	NBES II	Karen Mostad Maria Mihoc Patricia Craig	No question supplied: Picture books and informational texts, including the following titles: Our Family Tree, Grandmother Fish, Evolution, From Lava to Life, Mammals Who Morph, Born with a Bang, The Story of Life, One Iguana, Two Iguanas, Natural Selection, On the Origin of Species, Outrageous Animal Adaptations. Multiple copies of some titles will be purchased for small group work. These books will be housed in our library and will be part of our general circulation collection for all.
4:30	QBES I	Mark McInnes Corleen McKinnon Kayla Mohr Michelle Beasley	How can QBES teachers incorporate more computational thinking into our classrooms - especially in early primary - while infusing technology and a motivation to learn
4:35	QBES II	Petra Knight Lynne Murray Reid Wilson Brian Aiden Mark McInnes Corleen McKinnon	How can we adapt the Daily 5 at the intermediate level to improve literacy?
4:40	DIST I	Julie Whynacht Jill Brown	How to build in (intertwine) personal and social core competencies with the teaching of self-regulation and student self-awareness on a whole class level
4:45	DIST II	Terry Kent Becky Weiss Carrie Frampton Devon Reid Taylor Wilson Caroline Mattice	How do we make (ie: The Big 6) core curricular and competencies more visible and transparent

Curriculum Grant Inquiries Presentation Schedule
 Education Committee Meeting – Tuesday, June 18 at 3:30 p.m.; Qualicum Beach Elementary School

4:50	DIST III	Brenda McConachie Ellie Grant Eileen Saremba Tara McClinton Anna Hughes Ashley Armstrong	How do we become more confident in our practice of pedagogical narration? How can we create environments that invite all students to feel like successful, joyful learners? What do we learn about our students through careful, thoughtful, informed observations during play-based - inquiry learning opportunities. How can we share our observations in a meaningful way with families?
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SD69 QUALICUM

Policy Advisory Committee Meeting Report

Submitted by R. Elaine Young

Policy Advisory Committee Chair

For the June 25 Regular Board Meeting

1. Policy 5004: Student Placement (5070 renumbered to 5004)
 - Reviewed by Policy Advisory and Board Policy for a 3rd time.
 - Recommended to proceed to 3rd and final Reading

2. Policy 8004 and Administrative Procedure re: Health and Safety in the Workplace
 - Reviewed by Policy Advisory and Board Policy for a 2nd time.
 - Editing changes to eliminate repeated words and to standardize capitalization and formatting.
 - Recommended to proceed to 2nd reading

3. Policy 9000 and Administrative Procedure: Freedom of Information and Protection of Privacy - Information Management and Access
 - Reviewed by Board Policy and Policy Advisory for the first time.
 - Significant updates, discussions and changes at Board Policy
 - Editing and formatting changes at Policy Advisory as well as discussion of enforcement of Admin. Proc, Section 12 c) and d) to include on both "Computer screens should be" at the beginning of the points.
 - Admin. Proc., Section 17, to include student safety in the section.
 - Admin Proc., 19 to add "Or in keeping with collective agreements."
 - These changes have been included in the document that is part of this package and recommended to proceed to 1st reading.

4. Discussion regarding the Board Committee Structure proposal for 2019/20 and how this relates to Board Policy and Policy Advisory Committees.



Policy

The Board of Education believes that the ~~promotion/placement~~ of any student by grade, course or program, should be based on the judgement assessment 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~~ practices and ~~procedures~~ consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

~~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 programs, 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

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~~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.~~

DRAFT



HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

POLICY

The Board of Education is committed to maintaining a healthy and safe work environment for all of its employees by implementing and maintaining a comprehensive program of Occupational Health and Safety (OH&S) which complies with the Workers Compensation Act, WorkSafeBC regulations, Workplace Hazardous Materials Information System (WHMIS) requirements and all other relevant occupational health and safety regulations.

The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment.

The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.

Reference:

- *Administrative Procedure: Health and Safety for Employees in the Workplace*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

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PURPOSE

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
 - a) the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
 - b) situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
 - c) providing reliable information so employees can successfully fulfill their health and safety responsibilities;
 - d) providing a consistent approach to health and safety throughout the School District;
 - e) establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
 - a) Occupational Health and Safety policy;
 - b) regular inspections;
 - c) written instructions;
 - d) management meetings;
 - e) investigations;
 - f) records and statistics;
 - g) instructions and supervision of workers.

Incident Prevention

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

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Due Diligence

5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

8. The Board of Education will take all reasonable steps to:
 - a) endeavor to provide and maintain a healthy and safe working and learning environment;
 - b) establish the policy governing the health and safety program;
 - c) provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
 - a) delegating an annual review of the health and safety program;
 - b) ensuring that the District Leadership Team has awareness of the health and safety program;
 - c) ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to: is responsible for:
 - a) initiateion and superviseion of a District Occupational Health and Safety Plan; of activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
 - b) make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

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- c) ~~presentation to the Board, through the Secretary-Treasurer, of planning and funding recommendations designed to ensure a healthy and safe working and learning environment in the District.~~

ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;

- d) ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
- e) ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;
- f) ensure adequate instruction, training and education takes place for all staff;
- g) ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
- h) ensure that regular inspections are carried out at each site on a regular basis;
- i) ensure that all pertinent and required records and statistics are maintained and reviewed.

11. Members of the District Senior Leadership Team will take all reasonable steps to:

- a) provide specific direction on the implementation of the District OH&S Plan health and safety program within each worksite, assigning delegating tasks as necessary to ensuring their completion;
- b) exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
- c) take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
- d) ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
- e) ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
- f) upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
- g) ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

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- h) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);

12. Principals, Vice-Principals and other management staff will take all reasonable steps to:

- a) ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
- b) ensure the health and safety of all workers under their direct supervision;
- c) be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
- d) report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
- e) consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;
- f) ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
- g) as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
- h) establish, maintain and update safe work procedures;
- i) ensure regular maintenance is carried out on equipment and machinery;
- j) enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
- k) encourage incident, accident and hazard reporting;
- l) carry out regular inspections within their designated areas on site in accordance with the health and safety program;
- m) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);

13. All employees will:

- a) comply with all health and safety directives and regulations;
- b) perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
- c) report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
- d) wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

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- e) ensure that their ability to work is not impaired;
 - f) refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
 - g) report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
 - h) not remove, impair or render ineffective any safeguard provided for protection;
 - i) model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
 - j) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
 - k) cooperate with the members of the Joint Site Health and Safety Committee.
14. All students are expected to:
- a) comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning.;
 - b) Students will: use safe actions in classrooms, hallways, on stairs and outdoors; schools, on school property and at school events
 - a) *maintain a safe and healthy environment and report unsafe conditions.*
15. Contractors and sub-contractors will:
- a) report to the school office upon first entry to a school property;
 - b) comply with applicable health and safety legislation;
 - c) make arrangements with the General Manager of Operations concerning emergency procedures;
 - d) immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
 - e) providing education, training and enforcing the use of applicable personal protective equipment;
 - f) report of all incidents and injuries; investige and report the findings of all lost time and serious incidents to their representative;
 - g) cooperate with all safety representatives having jurisdiction on their job site;
 - h) maintain good housekeeping;

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16. Visitors, suppliers and consultants will:

- a) report to the school office upon first entry to a school property;
- b) participate and comply with health and safety directives received from the site administrator;
- c) comply with the School District's health and safety rules;
- d) wear adequate personal protective equipment as necessary;
- e) report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
- f) report any injury sustained on School District 69 property or premises.

17. Enforcing the Health and Safety Program

Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.

18. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

2. ~~Worksite Managers are responsible for:~~

- ~~• implementation of the District OH&S Plan within each worksite – assigning tasks as necessary and ensuring their completion.~~
- ~~• ensuring that all WorkSafeBC references and directives are circulated to all employees and filed or maintained so as to be readily accessible to all employees.~~
- ~~• supporting and encouraging employee endeavours and suggestions to improve safety practices in the District.~~

3. ~~The Board of Education requires the establishment of a District Occupational Health and Safety Coordinating Committee with representation from all employee groups. The District Occupational Health and Safety Committee is responsible for:~~

- ~~• the provision of input and feedback to the General Manager of Operations regarding the District OH&S Plan.~~
- ~~• maintaining an overview of all Site OH&S Committees and acting as a resource for Site OH&S Committees.~~
- ~~• co-ordination of the training of Site OH&S Committees.~~
- ~~• monitoring of accidents and incidents throughout the district.~~
- ~~• circulation of District OH&S Committee minutes.~~

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- raising district employee awareness of health and safety issues.
4. The Board of Education requires the establishment of a Site Occupational Health and Safety Committee with representation from all employee groups. Each Site OH&S Committee is responsible for:
- meeting monthly to review health and safety issues at each work site and to perform duties as specified by WorkSafeBC regulations and the District OH&S Plan. These duties include but are not limited to the forwarding of recommendations and information regarding specific site OH&S to the District OH&S Committee and to the General Manager of Operations.
5. The Board of Education requires each work site to have a designated First Aid Person with training and qualifications which are in accordance with WorkSafeBC regulations. The Board of Education is responsible for costs associated with the training of designated First Aid Persons. The designated First Aid Person is responsible for:
- providing first aid services to employees.
 - maintaining the currency of his/her certificate.
6. Each individual Employee is responsible for:
- learning and following safe work procedures.
 - correcting hazards or reporting them to supervisors.
 - participating in inspections and incident investigations when requested to do so.
 - using personal protective equipment when required.
 - helping to keep a safe workplace by recommending ways to improve health and safety in the workplace.

Reference:

- *Board Policy 8004: Health and Safety for Employees in the Workplace*



FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
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Policy

The Board of Education is committed to meeting its obligations to protect personal information from unauthorized access, use and disclosure in accordance with of the protection of personal information as well as the disclosure of appropriate information under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* and the School Act.

The District recognizes that all procedures for the collection and storing of information by District staff in the course of affairs and procedures regulating the release of information to other parties must follow provisions of *FOIPPA*.

It is the intent of this policy and related administrative procedure (collectively recognized as this policy) to:

~~The purposes of *FOIPPA* and this Policy and attendant related administrative procedure (collectively recognized as this policy) are is to:~~

- a. ~~control the manner in which a public body may collect~~ **the School District collects, retains, uses, accesses, discloses and disposes of** ~~protects, retains, uses and discloses employee and student~~ personal information from individuals;
- b. allow any person a right of access to the records in the custody or under the control of the School District subject to limited and specific exceptions as set out in *FOIPPA*;
- c. ~~Control the manner in which a public body may collect~~ **the District collects, uses, stores, disposes and discloses** ~~personal information from individuals~~
- d. ~~to Control the use that the District may make of that information and to control the disclosure by the District of that information,~~
- e. allow individuals, subject to limited and specific exceptions as set out in *FOIPPA*, a right of access to personal information about themselves that is held by the School District;
- f. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- g. Provide for independent reviews of decisions made by the School District under *FOIPPA* and the resolution of complaints under the *FOIPPA*.

~~The Superintendent is the *FOIPPA* Officer for the School District and may delegate this authority.~~

References:

- Administrative Procedure I to Board Policy 9000: *Information Management and Access*
- Administrative Procedure II to Board Policy 9000: *Information Management and Access*
- Board Policy 5056: *Acceptable Use of Technology* and its attendant Administrative Procedure
- Board Policy 7144: *Student Records* and its attendant Administrative Procedure
- School District 69 Personal Information Directory
- SD69 File Management Handbook
- *Freedom of Information and Protection of Privacy Act*
- *The School Act*

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1. The purpose of this administrative procedure is to set out how the School District will handle employee and student personal information. This Administrative Procedure should be read in conjunction with the policy. See appendix 1 for definitions.

ROLES AND RESPONSIBILITIES

2. The Superintendent Secretary Treasurer is recognized as the Privacy Officer for the School District and is responsible for:
 - a. conducting a privacy audit and self-assessment;
 - b. developing a privacy policy;
 - c. implementing and maintaining a privacy policy
 - d. managing privacy training;
 - e. responding to requests for access to and correction of personal information;
 - f. working with the Information and Privacy Commissioner in the event of an investigation.

3. The Executive Assistant to the Secretary-Treasurer will provide appropriate supports to the Privacy Officer.

(or designate), as Privacy Officer, will designate a coordinator for the purposes of the Freedom of Information and Protection of Privacy Act (FOIPPA). The Coordinator is hereby empowered to fulfill the duties described in the FOIPPA which include the establishing of procedures and practices to ensure appropriate management of the legislation.

~~Routine requests will be handled at the point of contact. Formal written requests will be handled by the Coordinator through the office of the Superintendent of Schools.~~

4. Employees must:
 - a. participate in privacy and information management training as required;
 - b. not alter, copy, interfere with or destroy personal information, except as required;
 - c. not disseminate personal information to anyone not covered by a confidentiality agreement;
 - d. practice safeguarding measures to ensure personal information held by the School District is protected from unauthorized access, use and disclosure;
 - e. ensure that disclosures of information are made only to those entitled to that information;
 - f. ensure that confidential or personal matters relating to students or staff are not divulged or discussed unnecessarily with other staff members;
 - g. report possible breaches of confidentiality to the School District Privacy Officer.

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COLLECTING PERSONAL INFORMATION

5. The School District has the legal authority to collect personal information that relates directly to and is necessary for its operating programs or activities or as otherwise authorized by statute. Personal information will be collected directly from the individual to whom it pertains, unless another method of collection is authorized by the individual or the statute.

6. When the School District collects personal information about students or families, parents / guardians should be informed of the purpose for which the information is being collected. The parents / guardians of a student must authorize the disclosure of personal information for purposes ancillary to educational programs, such as:
 - a. newsletter publications
 - b. website postings
 - c. video conferencing
 - d. social media applications
 - e. web-based educational tools
 - f. honour roll lists
 - g. team rosters
 - h. yearbooks

7. Upon their child's initial enrollment, parents/guardians will complete and submit the form entitled Student FOIPPA/Personal Information Consent.

8. Where a parent or guardian provides consent, the School District will allow the school to publish student personal information for purposes such as:
 - a. recognition of achievement
 - b. promotion of events
 - c. commemoration of school events

This authorization is deemed in effect until the student changes or transitions to another school.

9. Parents / guardians will have the ability to opt out of providing information that is not directly related to a student's educational program or necessary for the School District's operational activities.

USE OF PERSONAL INFORMATION

10. Personal information will be used for the purpose for which it was collected or for a use consistent with that purpose. Employees should seek clarification from the School District Privacy Officer if there is uncertainty as to the confidentiality of the

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information or they need to access information for a purpose other than why it was collected.

RETENTION AND DISPOSAL OF PERSONAL INFORMATION

11. Personal information must be retained for specific periods of time. See Appendix 2 for the records retention and disposal schedule.
12. Information management must be dealt with in a responsible, efficient, ethical and legal manner. The following safeguards, though not an exhaustive list, will assist in protecting the privacy of employee and student personal information:
 - a. security measures, such as encryption or passwords, must be in place for personal information that is electronically stored, printed, or transferred;
 - b. all mobile devices, including personal devices, that access or store School District data must be secured by a password login and have the highest available encryption options;
 - c. passwords must not be shared nor should anyone login to a system using a username and password that has not been specifically assigned to them;
 - d. computer screens should be located in such a way that they cannot be read by visitors or people passing by;
 - e. computer screens should be locked when the user is away from their work station;
 - f. paper files should be held in locked storage;
 - g. personal information should be removed from work areas when not in use; and,
 - h. paper files, including notes, reports, letters and emails, containinig personal information should be protectively marked as private and confidential.
13. Any personal information that is held electronically and is no longer required for administrative, financial or legal purposes must be deleted in their entirety and data storage devices must be fully erased prior to disposal.
14. Paper files containing employee and student personal information that are due for disposal must be securely shredded.

DISCLOSING PERSONAL INFORMATION

15. Personal information may be disclosed to an external or third party if the individual who is the subject of the information has provided written consent. In the case of a student under the age of thirteen, consent is required from the student's parent or guardian.

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16. Disclosure of personal information is permitted if the information is immediately necessary for the protection of the health and safety of an employee.
17. Consent is not required from a student or parent when information is being disclosed for worker or student safety. If a plan is developed to protect the health and safety of a worker or a student, which also affects the health and safety of any student, the parent of that student will be informed, as per the requirements of the School Act.
18. Managers and Principals are required to investigate incidents that caused or could have caused injury to an employee, in conjunction with the members of the school or work site's Joint Health and Safety Committee.
19. Incident report forms contain employee personal information and therefore cannot be disclosed to employees outside of the Joint Health and Safety Committee, except for the purpose of reporting an incident to WorkSafe BC, or in keeping with Collective Agreements.
20. If student information is used to complete an incident investigation or report, personal identifiers must be removed so that the student is not able to be identified.

ACCESS TO PERSONAL INFORMATION

21. Access to any personal information is based on employment duties requiring such access. Unauthorised access to information about colleagues, friends, or family is not permitted.
22. The School District governs the right of access by an individual to their own personal information and by the public to any information or records in its custody or control.
23. Other school districts, government ministries or law enforcement agencies may have access to personal information where obtaining this information is necessary for the provision of their services.
24. Requests for access to information, including access to personal information, must be made in writing and must provide sufficient detail to enable the School District, with reasonable effort, to identify the records sought. A record of all such transactions must be kept on file.

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- ~~25. Copies of any personal information shall be provided only to the employee/individual or his/her the employee's/individual's agent on the specific written request of the employee/individual. A record of all such transactions must be kept on file.~~

STUDENT PERSONAL INFORMATION

25. Access to student records will be in accordance with Board Policy 7144: Student Records and its attendant Administrative Procedure.
26. Routine requests will be handled at the point-of-contact. Formal written requests will be handled by the School District Privacy Officer through the office of the Superintendent of Schools.

EMPLOYEE PERSONAL INFORMATION

27. Access to personal information may be gained during normal business hours, upon appointment and is available to:
- the employee, in the presence of a supervisory officer, or the appropriate personnel officer;
 - other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
 - appropriate Board employees and/or the Board's legal counsel, subject to the approval of the Superintendent or designate, or the appropriate personnel officer.
 - the individual, in the presence of the appropriate manager or a designate; and/or,
 - other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

FEES

28. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates used by the School District. Fees shall not be charged to individuals who are accessing their own personal information. See appendix 2 for the fee schedule.

Confidentiality

~~The Board of Education acknowledges its responsibility to safeguard and ensure the confidentiality of personal information pertaining to students, employees and individuals in accordance with the *School Act* and the *Freedom of Information and Protection of Privacy Act*.~~

~~Personal information may only be obtained as authorized by the *School Act* and the *FOIPPA* and used for the specific purposes for which it is gathered.~~

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~~Any personal information of an employee/individual that is no longer required for either administrative, financial, legal, or historical purposes, and its retention is not regulated by any statute, may be destroyed.~~

Retention of Records

~~Retention of records will be managed in accordance with the Board's *File Management Handbook*.~~

ERRORS OR OMISSIONS

30. An applicant who believes there is an error or omission in their personal information may request correction of the information in writing to the department responsible for the information. The Manager responsible for collecting and retaining the particular type of record will be responsible for the correction or annotation of the information, in consultation with the School District Privacy Officer.
31. Notification of the correction or annotation must be given to any other public body or third party to whom that information has been disclosed during the one year period before the correction was requested.
32. Any correction, annotation or notification must be documented.

INVESTIGATION OF COMPLAINTS

33. Anyone suspecting or aware of the unauthorized collection, use, access, or disclosure of student or employee information or other protocol set out in this administrative procedure must notify the School District Privacy Officer.
34. All employees, volunteers and third parties are expected to adhere to the confidentiality requirements of the School District. Those found to be in violation of this procedure may be subject to disciplinary action.

References:

- Board Policy 9000: *Information Management and Access and its attendant Administrative Procedure II*
- Board Policy 5003: *Acceptable Use of Technology and its attendant Administrative Procedure*
- Board Policy 7144: *Student Records and its attendant Administrative Procedure*
- School District 69 Personal Information Directory
- SD69 File Management Handbook
- *Freedom of Information and Protection of Privacy Act*
- *The School Act (Sections 22, 65, 85)*

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Appendix 1 – Definitions

<u>Personal information</u>	<u>Any information that is about an identifiable individual. Personal information may include data such as unique identifiers (e.g. social insurance number, school records, contact numbers, gender, medical history, education, employment, personnel evaluations, audio/video recordings, digital images, and categories identified in the Human Rights Code).</u>
<u>Contact information</u>	<u>Information that allows an employee to be contacted at work and includes the name, position, business contact number, business address and business email.</u>
<u>Employee personal information</u>	<u>Any recorded information about an identifiable employee (see personal information above) other than contact information.</u>
<u>Student personal information</u>	<u>This includes personal information (defined above) plus any information that identifies a student include a student's name, address, contact number, personal education number (PEN), assessments, results, and educational records.</u>
<u>Record</u>	<u>A record is defined as all recorded information in the custody or control of the School District regardless of physical format, which is collected, created, deposited or held by or in the School District. Records include books, documents, maps, drawings, photographs, letters, paper or any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means.</u>

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Appendix 2 – Records Retention and Disposal Schedule

The principal of the school or the supervisor of the department responsible for the records is authorized to destroy the records in accordance with the following schedule. Records may be maintained beyond the scheduled time if the principal or supervisor believes that they have a further use or historical or archival value.

The following retention schedule outlines the minimum amount of time that School District 69 records must be retained.

Board Records

Board policy	Permanent
Agendas of regular, in-camera and special board meetings	Permanent
List of electors	2 years after the year of creation
Minutes	Permanent
Notice of meetings	1 year
Oaths and declaration of trustees	Selected Retention
School trustees list	While current
Debenture and bylaw register	Permanent
Debenture and coupons redeemed	6 years after year redeemed
Annual Report as required by the School Act	Permanent
School District publications and newsletters	Selected Retention

Information and Privacy

Freedom of Information requests	2 years after the calendar year of creation
Requests to review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body

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Financial Records

Annual budget and summary supporting documents	Permanent
Auditor's reports	Permanent
Cancelled cheques	6 years after year of creation
Cheque duplicates, invoices, requisitions	6 years after year of creation
Purchase orders	2 years after year of creation
Employee travel claims	6 years after year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	6 years after year of creation
Subsidiary ledgers and journals	6 years after year of creation
Receipts issued	6 years after year issued
Bank statements, debit and credit notes	6 years after year of creation
Deposit books	6 years after year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after year of creation
Stop payment orders	1 year after year of creation

Facilities Records

Rental of facilities	1 year after year of rental
Appraisal and inventory records	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year capital plan completed
Building plans and specifications (with related change, guarantees, bonds liens and valuable correspondence)	6 years after year of asset disposal
Land titles, deeds and plans	Permanent

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Leases 6 years after expiration of term

General Records

General correspondence 2 years after year of creation

Health and Safety Records

First aid treatment records, including Form 7 and 7a 3 years

Investigation of overexposure to hazardous substances 10 years

Incident investigation reports six months

Risk assessments, where a regulatory requirement, including violence in the workplace first aid, ergonomics, working alone 10 years

Asbestos materials on site, including inventories, risk assessments inspections and monitoring 10 years

Inventory of hazardous substances – MSDS while current

Asbestos release, training and written procedures, and Notification to WCB 3 years

Workers exposure to biohazardous material length of employment plus 10 years

Worker exposure to biohazardous material 3 years

Lead exposure, including risk assessments, worker Exposures, training and health monitoring length of employment

Pesticide application monitoring, including health monitoring records for workers length of employment

Pesticide use while current

Hearing tests length of employment

Noise exposure measurements as long as equipment is in use

Radiation surveys 10 years

Radiation exposure monitoring and personal dosimetry 10 years

PPE fit test results, worker instruction while current

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Workplace inspection reports 1 year

Automotive lifts / hoists, maintenance and inspection while current

Cranes and hoists, inspection, maintenance records while current

Elevated work platform inspections, maintenance while current
Repair

Firefighting equipment tests, inspections while current
and records

Competency of equipment operators length of employment

Human Resource Records

Applications 1 year after position is filled

Job Competitions Selected Retention

Collective Agreements with unions Permanent

Contracts with individual employees 20 years after the year employment ceases

Teacher-on-Call files 5 years after the year employee
leaves district

Individual grievance files Permanent

Letters of discipline 20 years after the year employment ceases

Personnel file 20 years after the year employment
ceases

Seniority lists Permanent

Unsolicited resumes 6 months

Violence incident reports 6 years after year of creation

Employee medical information While Current - Minimum of 1 year

Information Systems

User ID's When user is removed from the system

Insurance Records

Incident Reports 2 years or until finalized

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Claims 6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years

Insurance policies While current

Payroll Records

Employee payroll files 20 years after the year employee leaves district

Employee payroll register 20 years after the year employee leaves district

Employee attendance records 6 years after the year employment ceases

Purchasing Records

Quotations and relative correspondence 6 years after year of creation

Purchasing contracts 6 years after year of creation

Requisitions and purchase orders 6 years after year of creation

Student Records

Student Information Data Permanent

Permanent Record Cards 55 years after graduation or withdrawal

Attendance reports and registers Permanent

Out-of-boundary attendance requests 2 years after decision is made

Provincial scholarships and district awards Permanent

Transcript of Marks Permanent

Teachers' student files While current

Other student records Useful life of record

Transportation Data

Student bus registration forms 1 year after year of creation

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Transportation assistance forms	1 year after year of creation
School bus behaviour report	1 year after year of creation
School bus video tapes	1 year after year of creation as needed
Vehicle maintenance forms	life of bus
Pre-trip forms	3 months
Driver time logs	6 months