



EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, MAY 18, 2021
2:30 to 4:00 p.m.
VIA ZOOM

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.

AGENDA

Facilitator: Trustee Laura Godfrey

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/3546156423>

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **OPENING COMMENTS**
3. **SHARED LEARNING**
 - a. Ballenas Secondary School - Travel Request to London, Paris, Barcelona and Rome p 1-3
 - b. Kwalikum Secondary School – New Student Newspaper
 - c. École Oceanside Elementary – Project with Class in Igloolik
4. **INFORMATION**
 - a. Foundation Skills Assessment Data
 - b. Alternative Education Review
5. **DISCUSSION**
 - a. Lessons Learned
 - b. School Fees 2021-2022 p 4-5
 - c. Code of Conduct Review Forms 2021-2022 p 6-18
6. **QUESTION PERIOD**
7. **FUTURE TOPICS**
8. **NEXT MEETING DATE:**
 - Tuesday, June 15, 2021 at 2:30 p.m. via Zoom
9. **ADJOURNMENT**



ÉCOLE BALLENAS SECONDARY

Building Successful Students

Principal: Rudy Terpstra
Vice-Principal: Trish Cathrine
Vice-Principal: Corleen McKinnon-Sanderson

May 6, 2021

School District 69 (Qualicum)
PO Box 430, Jensen Avenue East
Parksville, B.C.
V9P 2G3

Dear School District 69 (Qualicum) Board of Education,

Please accept this letter as support for final approval from the Board of Education for the proposed Education First Tour of London, Paris, Barcelona and Rome during Spring Break of 2022 (March 10-22, 2022). This trip, planned by Mrs. Confortin has been delayed due to travel and COVID restrictions. The school has also refunded deposit money for students who are graduating this year. We anticipate 12-24 travelers who will be joined by chaperone teachers at a ratio of 6:1. The trip will provide an excellent opportunity for our students to experience four of the most historically, artistically, and culturally significant cities in Europe.

Students will be able to experience the world that they study to realize many of the "Elaborations" in the Social Studies Curriculums, but also extend their understanding of how "Individual worldviews shape and inform our understanding of Social Justice issues (Social Justice 12) and experience, "different perspectives of past of present people, places, issues and events by considering prevailing norms, values and world beliefs (20th Century World History 12). Students will also be able to gain Independent Directed Studies 12 credits by linking their project to any three Curricular Competency's.

Ms. Confortin has provided detail of the itinerary, safety - including cancellation, and environmental considerations.

I would ask that the Board of Education grant approval for this excellent learning opportunity for our students.

Respectfully submitted,

Rudy Terpstra



ÉCOLE BALLENAS SECONDARY

Building Successful Students

Principal: Rudy Terpstra
Vice-Principal: Trish Cathrine
Vice-Principal: Corleen McKinnon-Sanderson

April 14, 2021

School District 69 (Qualicum)
PO Box 430, Jensen Avenue East
Parksville, B.C.
V9P 2G3

Dear School District 69 (Qualicum) Board of Education,

Please accept my request for final approval from the Board of Education for the proposed Education First Tour of London, Paris, Barcelona and Rome during Spring Break of 2022 (March 10-22, 2022). At this point, I don't know the final number of Ballenas students but there will be a teacher chaperone for every 6 Ballenas students and an experienced Education First tour director. Many travelers cancelled at the beginning of COVID but are now looking to rejoin the group but I am anticipating between 12-24 travelers. The trip will provide an excellent opportunity for our students to experience four of the most historically, artistically, and culturally significant cities in Europe.

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

In addition to their commitment to providing safe educational experiences for students, EF is committed to reducing their environmental impact. They will be voluntarily offsetting all of their global carbon emissions through their Hello Zero program and plan to become historically carbon neutral by removing all the carbon they have ever emitted, directly or indirectly, since they were founded in 1965. For more info on this initiative, please go to <https://www.ef.com/wwen/blog/we-are-ef/ef-forest-initiative-removing-carbon-footprint/>

Please see attached itinerary for travel and cost details.

I would ask that the Board of Education grant approval for this excellent learning opportunity for our students, which will enhance their life experiences.

Respectfully submitted,

A handwritten signature in blue ink that reads "Shannon Confortin".

Shannon Confortin
Ballenas Secondary School
cc. Mr. Rudy Terpstra
Principal, Ballenas Secondary School

Itinerary

Student cost \$5,383 includes all travel, accommodations, attractions, breakfast and dinner

Day 1-Fly overnight to England

Day 2 London -walking tour

Day 3 London-guided tour of

Big Ben and Houses of Parliament
Piccadilly Circus
St. Paul's Cathedral

Westminster Abbey
Changing of the Guard at Buckingham
Palace

Day 4: London-Visit the Tower of London

- Travel by Eurostar train to Paris

Day 5 Guided Tour of Paris

Place de la Concorde
Champs-Élysées
Arc de Triomphe

Les Invalides
Eiffel Tower

Day 6 Paris- tour the Latin Quarter

Louvre

Notre Dame Cathedral

Day 7 Paris& Barcelona

Travel by train to Barcelona

Walking tour of Las Ramblas

Day 8 Barcelona

La Sagrada Familia
Gothic Quarter

Montjuïc
Park Guell

Day 9 Barcelona

- Visit Casa Milà (locally known as La Pedrera)
- Maybe a taste of Spain (shopping and cooking lesson)

Day 10 Fly to Rome

- Explore the city

Day 11 Rome/Vatican City

Sistine Chapel
St. Peter's Basilica
Trevi Fountain

Pantheon
Piazza Navona
Spanish Steps

Day 12 Rome

Roman Forum

Colosseum

Day 13-Depart for home



Student Fees 2021-2022

School	Activity or Resource	Fee
AES	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	7.00
	Swim Program (Grade 3)**	45.00
	Ukulele Program (Grades 6-7) – Optional	25.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
BES	Cooking Program (Grades K/1)	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim program (Grade 3)**	20.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
EES	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim program (Grade 3) ***	Up to 45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
NBES	Music Recorder - <i>if requested by music teacher</i>	Up to 7.00
	Ukulele Program – <i>if requested by music teacher</i>	Up to 25.00
	Student Planner	8.00
ÉOES	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner	8.00
	Headphones – <i>if required by teacher</i>	\$20.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
QBES	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3)**	40.00
	** The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
SES	Combination Lock – Grades 6/7 - <i>Optional</i>	5.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	



Student Fees 2021-2022

PASS/WW	Student Activity Fee – Woodwinds	NA
	Nutrition Program (Fee per semester)	40.00 per semester if can
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	NA
BSS	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
KSS	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
CEAP	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT		
	Four Credit Course <i>(excluding free BC Ministry of Education courses)</i>	400.00
	Student Fee	50.00
PROGRAMS OF CHOICE	<p>School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> that provide unique learning opportunities for our diverse student population. In some cases a <i>Program of Choice</i> may result in a fee per student. For further information, please see “<i>Education Programs – Programs of Choice</i>” page located on the School District 69 website (www.sd69.bc.ca).</p>	

**Policy No. 7000 with Administrative Procedure:
Safe, Caring and Inclusive School Communities**

Code of Conduct (Student) – Review Form

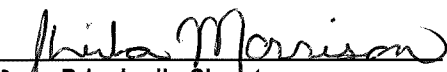
This form is to be completed by the school’s administration on completion of the Code of Conduct review. It is to be filed with the Superintendent of Schools by April 15th of each school year.

School: Errington Elementary

Review Date: April 2021

Review Committee:	
Student(s)	April 22, 2021 – Ethan, Mary, Ara, Ashlee, Kayla, Taylor, Alyssa, Alex
Parent(s)	April 27, 2021 – Naomi, Beverly, Linda
Teacher Rep(s)	April 14, 2021 – Staff Meeting
Support Staff	April 30, 2021 – Julie Zekonic, Miranda Agostini, Alicia Martini
Administrator	Sheila Morrison, Jennifer Fuhrmann

Review Committee Recommendations:	
	Add hyperlinks to referenced documents on digital version
	Change “willfully” to “intentionally” on the Damage to Property section
	Make reference to Safe, Caring, and Inclusive School Communities (Policy 7000 and AP) as part of the introduction statement. Adjust “persistently fail” to more strength-based language: “students who are unable to follow...”
	Add “establish healthy boundaries” and reference to students “taking responsibility for their part of a problem” to the first part of the School Wide Problem-Solving Strategies section
	Add reference to the EES Technology User Agreement to the Technology section; add note about expectations around cell phones before and after school
	Adjust line in Dress Code section from “we ask” to “we expect that students do not wear...”
	Add visuals (photo of the school, graphics to sections such as dress code, technology, and traveling to and from school).
Review Committee Conclusions:	
	Make all adjustments as described above. In regards to adding visuals, add only as space and formatting permit.


Principal's Signature

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School: Ecole Oceanside Elementary Review Date: April 25, 2021

Review Committee:	
Student(s)	Carson Henderson & McKenzie Shaver
Parent(s)	Angel Delange & Amanda Wagner
Teacher Rep(s)	Devon McLeay & Kris Isenor
Support Staff	Sandra Donaldson
Administrator	Brayden Gordon

Review Committee Recommendations:
<p>Parents:</p> <ul style="list-style-type: none">• We're not sure using "common sense" clearly defines what we are expecting from our school community or is it too generic.• Is there another way we can describe what is needed to meet our objective/s?• What if instead of "It is the responsibility of all members of the Oceanside Elementary School community to use common sense and to develop and maintain a considerate and cooperative environment", we try:• "It is the responsibility of all members of the Oceanside Elementary School community to engage in sound and level-headed interactions to develop and maintain a considerate and cooperative environment"• The steps listed for families experiencing challenges with their own child/ren is quite clear and I nice addition.• Should we include steps for families to follow who are experiencing challenges with other children and bullying?• I have had parents reach out to me as PAC Chair asking what they can do when their child is struggling with bullying. I think it might be helpful to have steps for this included in our Code of Conduct.• Found some typos that need to be corrected. <p>Students:</p> <ul style="list-style-type: none">• Technology rules are a bit too restrictive. If you gave students more freedom with their technology, we may be able to manage boundaries better?• Easier access to school counsellor when struggling with anxiety and mental health concerns. Maybe an "anonymous" letter box or option to call in?• School-Wide Problem Solving Strategies – kids tend to ignore these and not take them seriously. WITS does not work and kids joke about it. Small group activities with the counselor would be safer and would work better.• Consequences for Unexpected Behaviour – parents should be involved right from the start (if able). Giving kids more options as to where they play or hang out recess and lunch would decrease problems.• Out-of-School suspensions – these are considered a reward, so maybe in-school suspensions and/or staying after school would be a better incentive.• Restorative Circles – these should be a requirement for returning to school/class after an incident.

- Equity – considering each individual's home life and current situation should be considered when identifying consequences. Some kids don't have role models and/or structure at home, so they don't know how to respond to problems with others at school. This should be considered.

Staff:

- We feel like the technology rules are really vague - what does "appropriate use of technology" mean? Please be more specific.
- We also feel that including "counseling" in the list of interventions and consequences is strange - like you might get a time out or you might go to the counselor? We just don't like that it is included in such a negative list.
- Speaking of the negativity - We find that though the beginning of the code of conduct tries to sound positive, most of it is devoted to all the ways we're going to punish your child if they don't behave in a way we expect them to.
- Could we not have some more positive consequences or at least ways that we will try to reach your child before we just give them time-outs or remove them from the classroom, or take away their recess?
- Perhaps we could incorporate some of what we have learned from the Third Path? We'd like to read more about how we strive to connect with your child and help them understand why we have these expectations and why it is important they behave in a safe and respectful way.
- Found some typos that need to be corrected.

Review Committee Conclusions:

Based on the amount and quality of feedback we received from our PAC, students, and staff, the admin team at EOES has decided to conduct a school-wide Code of Conduct Review Process in September 2021. We hope this process will lead to a renewed Code of Conduct for our school.

Brayden Gordon

Principal's Signature

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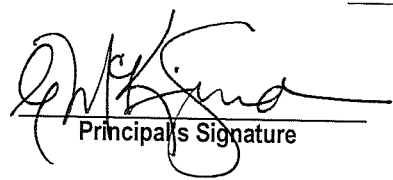
School **False Bay** **Review Date** **April 27, 2021**

Review Committee: **Student(s)** **David Lindsay**
 Parent(s) **Emily Carnes**
 Teacher Rep(s) **Amanda Jahnke**
 Support Staff **Sylvia St. Ledger**
 Administrator **Corleen McKinnon- Sanderson**

**Review Committee
Recommendations:**

Greater specificity was written into the Code of Conduct around appropriate and inappropriate student behaviors, as recommended by our parent representative.
Further examples of restitution were specified.
We also added a statement on appropriate dress, that being comfortable and suitable for physical play both indoors and outdoors throughout the school day.
Language was cleared up and improved around students with unique needs.

Review Committee Conclusions: All recommendations were considered and carried forth into the updated version of the Code of Conduct.


Principal's Signature

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Code of Conduct (Student) – Review Form

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School Kwalikum Secondary School Review Date March 5, 2021

Review Committee:	
Student(s)	<u> KSS Student Council – 20 students grade 8-12 </u>
Parent(s)	<u> Gail Moilliet </u>
Teacher Rep(s)	<u> Carolyn Mattice; Ben Leggett </u>
Support Staff	<u> Lynda Burton </u>
Administrator	<u> Lori Marshall </u>

Review Committee Recommendations:	
	<u> The review committee recommended that we add some points to our Code of Conduct that reflect our current situation with Covid. The students wanted a bullet point under our section on COMMON COURTESY that reminds students to follow all health and safety guidelines </u>
	<u> The review committee wanted our Code of Conduct to include a statement on Climate Action Responsibility. </u>
Review Committee Conclusions:	
	<u> The review committee was generally happy with our current Code of Conduct. We reviewed our Dress Code, in particular, and the students felt it was clear, and non-sexist. </u>

Principal's Signature

Policy No. 7000 with Administrative Procedure:
Safe, Caring and Inclusive School Communities

Code of Conduct (Student) – Review Form

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School PASS / WOODWINDS Review Date April 21/21

Review Committee:	
Student(s)	Paige Miller
Parent(s)	Toni Goodman
Teacher Rep(s)	Martina Sedlak
Support Staff	Andrea Rhodes
Administrator	Jesse Witte

Review Committee Recommendations:	
	To re work the format to match more like other district schools. In particular CEAP's coc matches many of the same needs
Review Committee Conclusions:	
	Jesse will re do a end out of comments by June 11 for final then finalize by end june.



Principal's Signature

**Policy No. 7000 with Administrative Procedure:
Safe, Caring and Inclusive School Communities**

Code of Conduct (Student) – Review Form

This form is to be completed by the school's administration on completion of the Code of Conduct review. It is to be filed with the Superintendent of Schools by April 15th of each school year.


School: Springwood Elementary Review Date April 2021

Review Committee:	
Student(s)	Jessica Uren, Amy O'Brien & Taylor Rayner-Ginter
Parent(s)	Karri Kitazaki
Teacher Rep(s)	Paul Lukianchuk & Deanna Pepper
Support Staff	Cheryl Brownlee & Candice Nikirk
Administrator	Lisa Pedersen-Skene

Review Committee Recommendations:	
	- addition of items brought to school
	- addition to technology – videos, posting on social media, etc.
	- addition of policy numbers where applicable
	- dress code – take out unduly revealing (other wording?)
	- addition of classroom rules and expectations

	- addition of wearing helmets
	- addition of leaving the school grounds – signing in and out

	addition of travel to and from school
	- update discipline & consequences
	- addition of steps taken if concern from parent
Review Committee Conclusions:	
	The committee concludes that the above items need to be addressed to keep the code of conduct relevant to what is taking place at the school level and aligned with the current district policies.


Principal's Signature