



SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, OCTOBER 27, 2015

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

2. CALL TO ORDER AND INTRODUCTIONS

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- a. Adoption of Regular Board Meeting Minutes: September 22, 2015 p 1-7
- b. Ratification of In Camera Board Meeting Minutes: September 15, 2015 p 8
- c. Ratification of Voucher No. 15-09 in the amount of \$1,476,778.22 p 9
- d. Approval in principle for a Kwalikum Secondary School Band Field Trip to New Orleans from May 18-22, 2016. p 10-13
- e. Ministry News Releases
 - Roundtable on access to skilled labour for the international education sector p 14-15
 - New online resources help families, communities address poverty p 16-17
 - Province and teachers partner on new curriculum training for educators p 18-20
 - Partnership supports Aboriginal student success at Province's 100th signing p 21-22
 - Thirty-one days of reading – October is Library Month in BC p 23-24
 - Students to benefit from 17 Innovation Partnership projects in BC schools p 25-26
 - BC gaming grants help support quality education p 27-28
- f. Reports from Board Representatives to Outside Organizations
 - Building Learning Together Coalition – Trustee Young p 29-30
 - District 69 Recreation Commission – Trustee Austin p 31

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 27, 2015, as presented (*or...as amended*).

5. DELEGATIONS/PRESENTATIONS

(10 MINUTES)

- a. **Educating New Ideas Toward Youth (ENITY)** (David Osborn)
- b. **International Student Program – Guidelines and Direction** (Ross Pepper)

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6. **BUSINESS ARISING FROM THE MINUTES**
 - a. **2015/16 Board Committee and Representative Appointments** (Chair Flynn) p 32

 7. **TRUSTEE HIGHLIGHTS**

 8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

 9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

 10. **DISTRICT PARENTS ADVISORY COUNCIL**

 11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD** (10 MINUTES)

 12. **ACTION ITEMS**
 - a. **School Codes of Conduct** (Rollie Koop)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the School Codes of Conduct for the 2015-16 school year, as per Board Policy 7001: *Code of Conduct (Students)*, as presented.

 - b. **Five-Year Capital Plan** (Ron Amos) p 33
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2013-14 Five Year Capital Plan as presented.

 13. **INFORMATION ITEMS**
 - a. **Enrolment Update** (Rollie Koop) p 34
 - b. **Educational Programs Update** (Gillian Wilson)
 - c. **Education Planning Update** (Rollie Koop)
 - d. **Learning Improvement Funds 2015/16** (Gillian Wilson)

 14. **CORRESPONDENCE ATTACHED**

 15. **POLICY** (Chair Flynn) p 35-37
 - a. **Board Policy 3001: Living Wage (NEW)**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revision to School District No. 69 (Qualicum) Board Policy 3001: *Living Wage* and its attendant Administrative Procedures, at its Regular Board Meeting of October 27, 2015.

- b. Board Policy 6190: Workplace Bullying and Harassment** p 38-52
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revisions to School District No. 69 (Qualicum) Board Policy 6190: *Workplace Bullying and Harassment (including Sexual Harassment)*, and its attendant Administrative Procedures, at its Regular Board Meeting of October 27, 2015.
- c. Board Policy 5015: Conduct of Coaches (NEW)** p 53-54
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revisions to School District No. 69 (Qualicum) Board Policy 5015: *Conduct of Coaches*, and its attendant Administrative Procedures, at its Regular Board Meeting of October 27, 2015.
- d. Board Policy 3050: Cooperation of School and Learning Communities** p 55-60
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revisions to School District No. 69 (Qualicum) Board Policy 3050: *Cooperation of School and Learning Communities*, and its attendant Administrative Procedures, at its Regular Board Meeting of October 27, 2015.
- e. Board Policy/Administrative Procedures** p 61-63
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) accept the recommendation of the Board Policy and Policy Advisory Committees that the following policies have been reviewed and confirmed as written and reformatted as a policy statement with an attendant administrative procedure:
- Board Policy 3040: *School Closure, Consolidation, and Reconfiguration*

16. TRUSTEE ITEMS

- a. Advocacy Letter** (Trustee Young)
Rationale:
Whereas part of the role of School Trustees is to advocate for Public Education and both the BC Teachers' Federation (BCTF) and the BC School Trustees Association (BCSTA) have prepared briefs to the Select Standing Committee on Finance and Government Services
http://www.bctf.ca/uploadedFiles/Publications/Briefs_Position_papers/EducationFunding.pdf
and
<https://dsweb.bcsta.org/docushare/dsweb/Get/Document-77844>
which both advocate for Public Education, *be it resolved:*

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) write a letter supporting the recommendations submitted to the Select Standing Committee on Finance and Government Services by both parties; and further,

THAT this letter include any issues considered to be facing School District 69 with regard to adequate funding; and further,

THAT this letter be addressed to the Minister of Education, and circulated widely to partner groups, media and other members of the Legislative Assembly; and finally,

THAT the Board of Education of School District 69 (Qualicum) encourage other BC Boards of Education to do the same.

b. MyEdBC

(Trustee Kurland)

17. NEW OR UNFINISHED BUSINESS

18. PUBLIC QUESTION PERIOD

19. ADJOURNMENT



School District No. 69 (Qualicum)

REGULAR BOARD MEETING MINUTES

TUESDAY, SEPTEMBER 22, 2015

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

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

Administration

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent
Ryan Hung	Assistant Secretary Treasurer
Dino Stiglich	General Manager of Operations
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

Mount Arrowsmith Teachers' Association (MATA)
Canadian Union of Public Employees (Local 3570)
Qualicum District Principals/Vice Principals Association (QDPVPA)
District Parents Advisory Council (DPAC)

1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:01 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on 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

15-64R

Moved Trustee Young *Seconded* Trustee Gair

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. **THAT** the Board of Education of School District 69 (Qualicum) adopt the minutes of the Regular Board Meeting held on August 25, 2015.
- b. **THAT** the Board of Education of School District 69 (Qualicum) adopt the minutes of the Special Board Meeting held on August 25, 2015.
- c. **THAT** the Board of Education of School District 69 (Qualicum) ratify the minutes of the In Camera Board Meeting held on August 25, 2015.
- d. **THAT** the Board of Education of School District 69 (Qualicum) ratify Voucher No. 15-08 in the amount of \$1,535,972.35 for the month of August 2015.
- e. **THAT** the Board of Education of School District 69 (Qualicum) give approval in principle for a Kwalikum Secondary student field trip to Costa Rica in March 2017
- f. **Ministry News Releases**
 - Scholarships revamp recognizes diversity of student success
 - New guide a plan for safer schools
 - K-12 International Homestay Guidelines officially launched
 - Education by the numbers
 - Curriculum revisions prep students to succeed in changing world
 - Government helps future grads plan for in-demand careers
 - Government supports families as kids go back to school
 - Statement on International Literacy Day
 - Students head back to school today
 - New education guide will help teachers connect students to Aboriginal perspectives
 - New lesson plans shed light on BC's dark past
 - Province gives \$400,000 so all kids get the chance to play
- g. **Reports from Board Representatives to Outside Organizations**
 - District French Advisory Committee - Trustee Gair

15-65R

Moved Trustee Gair *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 22, 2015, as presented.
CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS (10 MINUTES)

- a. **2014-15 Audited Financial Statements**
 Mr. McGorman, Auditor, McGorman MacLean, provided a summary of the 2014-15 Audited Financial Statements. The statements will be submitted to the Ministry and available on the District's web-site.

6. BUSINESS ARISING FROM THE MINUTES

- a. **Request from Regional District of Nanaimo Letter re: Partnership Opportunities – Outdoor Multi-Sports Complex in District 69**
 Chair Flynn reported that, further to discussions at the August Board Meeting, a letter has been received from Mr. Dean Banman, Manager of Recreation Services, clarifying the Recreation Commission's expectations of the District during its exploration of possible partnership opportunities to fund and operate an outdoor multi-sport complex within the School District 69 catchment area. The Board will volunteer a trustee and staff person to attend meetings scheduled by the Regional District of Nanaimo.

7. TRUSTEE HIGHLIGHTS

Trustee Austin expressed her admiration and appreciation for the parents and children for their work on the installation of the new playground area at Oceanside Elementary School as well as the local businesses who donated time and materials to the project.

She also announced that an Old Time Gospel Sing-along Fundraiser is being held at Errington Hall on Saturday, September 26 from 6:00 to 8:30. Proceeds will benefit the Arrowsmith Community Experience (ACE) Club, an after-school program which will be offered at Errington Elementary School.

Trustee Young reported that she had attended a meeting of the Building Learning Together Society on September 10th. Attendees began working on a strategic plan for the society and is seeking new board members from the community who have an interest in early learning.

The Comox Valley Early Years Centre would be hosting a Mini Expo on Thursday, November 19th. Topics include: Understanding of early development data; building community systems; monitoring development of children; and enhancing social and emotional development.

Trustee Flynn announced that on September 30th the District would be signing its third First Nations, Metis and Inuit Education Enhancement Agreement. The event will take place in the Forum of the Parksville Civic and Technology Centre at 9:30 a.m.

September 30th is also *Orange Shirt Day – Every Child Matters* in recognition of former residential school students, their losses, and the impacts residential school made on a child's self-esteem and I honour of those who did not return home.

She extended her congratulations to 7 district students from grades K-5 who placed 2nd in a Hul'qumi'num language competition held in Ladysmith.

The first Coffee with Trustees will be held on Tuesday, September 29th at Arrowview Elementary School at 2:45.

Trustee Kurland expressed his appreciation for a smoother school start up, glitches with MyEdBC notwithstanding, as compared to last year with students eager to return to school and teachers to return to the classroom.

Trustee Gair attended the first meeting of the District French Advisory Committee, which was formed in December of last year. His report on discussions that took place at the meeting were included in the agenda package.

8. MOUNT ARROWSMITH TEACHERS ASSOCIATION (MATA)

Norberta Heinrichs, President, reported that, while teachers were excited to return to classrooms and hopeful for a smooth transition into the school year, it was marred by the frustration being experienced due to a number of issues associated with the District's new network system and the implementation of MyEdBC program. She then read a list of the concerns and challenges shared with her by teaching staff who have been unable to promote or sustain one of the District's strategic priorities, which is to use technology to deepen learning.

Assistant Superintendent Wilson responded to the issues outlined by Ms. Heinrichs, noting that those related to MyEdBC were beyond the control of the district and 'tickets' are being submitted to the Ministry from all districts across the province. School District 69's elementary schools teachers do not use the student information system and are proceeding as they have in the past, so it is the high schools which are impacted the most.

She then provided an overview of the work that began in the summer and continues to be undertaken by the Technology Department staff to upgrade the server(s) to prepare for the Next Generation Network being implemented in January, noting that many of the issues with converting to that program have been, or will very shortly be, resolved. It is anticipated that all of the systems will be functioning smoothly by the end of the month and staff can begin to experience the long term benefits of the new network and software systems. Concurrently the Wi-Fi is being updated at all sites so that it is compatible with the new systems.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

Lisa Paine, President, announced that the joint application from the District and CUPE Local 3570 for Learning Improvement Funds (LIF) has been completed and submitted. The funds will provide supports for Education Assistants in terms of consultation time and to support additional hours for twelve (12) Education Assistant positions and the addition of a Child & Youth Care Worker position at Errington Elementary School.

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

The first DPAC meeting for the 2015-16 school year will be held on September 23 at 7:00 p.m. at the Qualicum Commons.

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD (10 MINUTES)

None

12. ACTION ITEMS

a. 2014-15 Audited Financial Statements

15-66R

Moved Trustee Austin *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve the 2014-15 Audited Financial Statements as presented.

CARRIED UNANIMOUSLY

b. Aboriginal Education Funding

15-67R

Moved Trustee Young *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) request approval from the Ministry of Education to underspend the targeted Aboriginal Education funding for the 2014/15 school year in an amount of \$28,849 and,

THAT the Board of Education of School District No. 69 (Qualicum) confirm that the surplus has been allocated and will be spent on Aboriginal Education programs in the 2015/16 fiscal year.

CARRIED UNANIMOUSLY

13. **INFORMATION ITEMS**

a. **Educational Programs Update**

Assistant Superintendent Wilson reported on the following District activities/initiatives:

- The carry forward amount of the Aboriginal Education funds will be used for staffing to teach the Hul'qumi'num language
- Despite the technological challenges, she has observed that it has been a positive start to the school year for both students and teachers who are eager to focus on teaching and learning.
- Teachers have been having conversations regarding BC's redesigned and new curriculum for Kindergarten to Grade 9, which will support diversity and embed Aboriginal knowledge and worldviews in curriculum in authentic and meaningful way. Some teachers are working on the drafts for the 10-12 curriculum to provide feedback on the proposed directions.
- She then provided an overview of the Ministry of Education's new curriculum site <https://curriculum.gov.bc.ca/tools> and opened a PowerPoint presentation from the site, which provided an overview of the curriculum redesign showing what is new and what has remained the same. She also noted how the redesign directions related to the District's own strategic planning.
- Teaching & Learning Support Staff are hosting 'Mondays at the DRC (District Resource Centre)' from 3:45 to 4:45 to provide sessions for teachers a variety of topics to assist teachers in the classroom.

b. **Education Planning Update**

Superintendent Koop provided an update on the types of social media initiatives he has implemented further to the Board's direction to senior staff to develop a communications plan to highlight the District initiatives and successes. The first of three 4-page feature sheets was included in the September 22nd edition of the Parksville/Qualicum Beach News, and will provide information on initiatives related to the district's strategic planning process and highlight district programs.

He then displayed a blog site which can be accessed from a link on the District's web-page titled *SD69 Update* (<http://www.sd69update.ca>), which focusses on human interest stories. His goal is to post one or two blogs each week and he encouraged parents and members of the community to view the site. He also hopes, over time, to develop and use the blog in concert with a District Facebook and Twitter account to provide options for people to access district information.

Superintendent Koop also displayed the website containing the results from the ThoughtExchange process (<http://sd69.thoughtexchange.info>), which will go public on Thursday, September 24, 2015. The original survey questions are posted on the site with links to view the data by school or by District so people can see how a particular idea was rated. They can also see what percentage of groups (parents, staff, and community members) responded and the variances between how staff and the parent community perceived different topics.

Trustees and senior staff will continue to work through information and a future survey directed to students is under discussion.

Superintendent Koop then spoke to one more piece of education planning, which was the issue of school capacity and current enrolment. He displayed a listing of schools containing the current capacity ratings, the functional capacity, the enrolment and the utilization rate. The Ministry of Education expects school districts to be running at 95% capacity. The District is running at 83% capacity so is closer to being on target and having reasonable utilization rates across the District.

c. Transportation Registration Update

Mr. Dino Stiglich, General Manager of Operations, reported that 1212 students, eligible and courtesy, have been issued bus passes and 100 are on a waiting list. Ridership is down by almost 400 students from last year; however, an influx of additional students is anticipated in January. Some changes and additions have been made to routes and the Transportation Department has been receiving requests for additional stops which will be considered on a case by case basis. The goal for next year is to have all bus pass registration applications submitted and paid for by the end of June so the Transportation Department can finalize the routes over the summer rather than during the first month of school.

14. CORRESPONDENCE ATTACHED

- a. **Minister of Education's letters to parents/teachers**
- b. **BCSTA Membership Renewal**

15. POLICY

None

16. TRUSTEE ITEMS

None

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

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

- Student safety at Oceanside Elementary School crosswalk – staff continue to communicate with parents about safe student drop off and pick up procedures and are discussing the installation of crossing lights with the Ministry of Transportation and Koers Engineering. The parking lot being created across the street will be fenced with an opening closest to the crosswalk to reduce pedestrian traffic on the shoulder. The Principal has also reached out to the RCMP and they are providing enforcement at sites around the District as manpower allows. The idea of crossing guards was also raised; however, that would require flagging training for individuals interested in being crossing guards in order to meet insurance requirements.

19. **ADJOURNMENT**

Trustee Austin moved to adjourn the meeting at 8:36 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
September 15, 2015

ATTENDEES:

Trustees

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

Administration

Rollie Koop	Superintendent
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent
JoAnne Shepherd	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

Other

Mark McGorman	Auditor, McGorman MacLean
Kelly Olson	Auditor, McGorman MacLean

The Board of Education discussed the following matters:

- Legal/Finance
- Land
- Personnel

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

- Legal/Finance

Chairperson

Secretary Treasurer



SCHOOL DISTRICT NO. 69 (QUALICUM)

Month of September 2015

Voucher No. 15-09

CHEQUE LISTING ATTACHED in the amount of \$1,476,778.22

Submitted on October 27, 2015 to the Board of Education for ratification of payment.

ASSISTANT SECRETARY-TREASURER

Ratified for payment by the Board of Education

CHAIRPERSON

SECRETARY-TREASURER

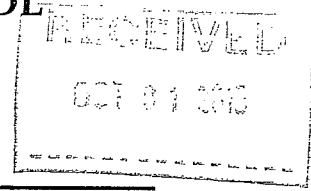
FILE: 1880-01



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

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



September 21, 2015

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 proposed Kwalikum Secondary School Band Field Trip to New Orleans for May 2016. We will be away approximately 5 days, – from May 18 to May 22, 2016. This trip has been planned by teacher, Mr. Dan Craven.

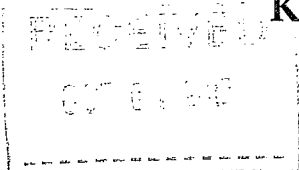
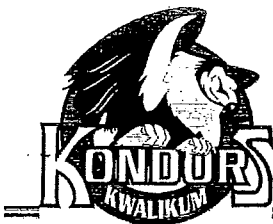
Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall
Principal, Kwalikum Secondary School

Copy: Mr. Dan Craven, Sponsoring Teacher



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Jesse Witte, jwitte@sd69.bc.ca

Vice-Principal: Don Bold, dbold@sd69.bc.ca

September 21, 2015

District 69 Trustees and Staff,

The Kwalikum Secondary School music program respectfully requests approval in principle for a proposed field trip to New Orleans during the month of May 2016. Please consider the enclosed documentation.

The primary objective of this field trip is to enrich the educational and cultural experiences students receive in school, and will include performance opportunities, clinics, and wide exposure to live music. The itinerary will also include historical and social awareness elements.

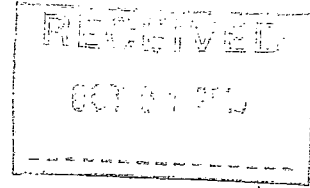
As a follow-up to this field trip, our students will present a concert to the community on June 1st 2016. Trustees and District staff are of course welcome to attend this event.

Thank you for considering this Field trip request.

Sincerely,

Dan Craven
Music Director
Kwalikum Secondary School

Kwalikum Secondary School Music Program
New Orleans 2016



Proposed Itinerary:

May 18th

Depart Qualicum Beach for Vancouver
Fly Vancouver to New Orleans
Check into Hotel

May 19th – 21st Activities to include:

Music Workshop with a University Clinician
Performances at local schools and public venues
French Quarter, Cemetary and Katrina sightseeing tour
Katrina Exhibition at the Presbytere Museum
Plantation house tour
Airboat swamp tour
Riverboat dinner cruise with jazz music
Evening at a local jazz club
Cajun dinner and dancing

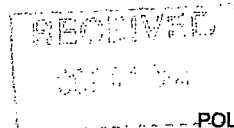
May 22nd

Return to Vancouver
Coach Vancouver to Qualicum Beach

Ellison Travel is currently designing the trip, and will provide a detailed proposal itinerary in early October



SCHOOL DISTRICT 69 [QUALICUM]
District Field Trip - Request Form



POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL KUMUKUM SECONDARY DATE [of application] SEPT. 21 2015

DESCRIPTION OF PROPOSED ACTIVITY BAND + CHOIR TRIP TO NEW ORLEANS

DATE[S] OF PROPOSED ACTIVITY MAY 18-22 2016

PURPOSE OF PROPOSED ACTIVITY MUSIC INSTRUCTION, PERFORMANCE + EXCHANGE, CULTURAL EDUCATION + DISCOVERY

TEACHER[S] D. CRAWN, R. KELLAS

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED CRAWN - 2 KELLAS 1.5

OTHER ADULTS TBD

GRADE[S] 9-12

SUPERVISION: No. of Students: 40; No. of Teachers: 2; No. of Parents: 4

TRANSPORTATION HIGHWAY COACH, AIR

TRAVEL ITINERARY: PREVIOUSLY
[Include departure and return times; for extended trips, please attach details of each stop.]
MAY 18 DEPART Q.B. MAY 18, AM, TO VANCOUVER
VANCOUVER TO N.O.
MAY 22: DEPART N.O. FOR VANCOUVER
VANCOUVER TO Q.B. LATE P.M.

PROJECTED COST 1650 [attach statement of details] DIRECT COST PER STUDENT 1650 LESS INDIVIDUAL FUNDRAISING BALANCE

SOURCE[S] OF FUNDING EXTENSION FUND RAISING PLAN

ACCOMMODATION/MEALS [type of] INCLUDED - ALLISON TRAVEL

INDICATE THAT THE SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:
[a] Parental Permission PC [b] Use of Private Car[s] PC
[c] No Student is being excluded through inability to pay expenses PC

- NOTE: 1. Applications should be submitted well in advance, particularly for out-of-district or out-of-province trips, per Policy 5020 Regulation 4, 6, and 8.
2. Approvals in principle are to be requested for major and extended trips BEFORE expectations are raised among students.
3. Approvals are required as follows:
a) Minor field trips - one day ... - Principal
b) Major field trips - overnight or longer OR if substitute required... - Superintendent
c) Extended field trips - out-of-province/international ... - Board of School Trustees
4. This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: J. Marshall DATE: Sept. 21/15

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 [b] or [c]

APPROVED BY: [Superintendent of Schools] DATE:

OR:
APPROVED BY THE BOARD OF SCHOOL TRUSTEES AT MEETING OF: [date]

PER: [Superintendent of Schools] Number of Substitute Days Hereby Authorized

- DISTRIBUTION: WHITE ORIGINAL - Superintendent's Copy
CANARY - Approval Copy, return to school
PINK - Substitute Report Copy, return to school
GOLDENROD - School Copy, retained in school



NEWS RELEASE

For Immediate Release
2015JTST0141-001573
Sept. 22, 2015

Ministry of Jobs, Tourism and Skills Training
and Responsible for Labour

Roundtable on access to skilled labour for the international education sector

VANCOUVER – Representatives from the international education sector met with the federal and provincial governments today to discuss skilled labour initiatives and human resource planning, as part of a series of roundtables being held over coming months with sectors highlighted in the BC Jobs Plan.

The roundtables, co-hosted with industry associations and employers, aim to stimulate discussion and create awareness about how sectors can access skilled labour and satisfy human-resource requirements, as a result an aging population. These demographic realities – together with economic growth – place significant pressure on key sectors to find innovative solutions to address skills shortages.

Participants were invited to share information and discuss the unique challenges in the international education sector, of attracting and retaining students from around the world who come to B.C. for its high-quality education and training.

This is another way government is working to provide employers and industry the opportunity to ask and respond to questions and inform the provincial and federal governments of key labour issues.

International Education is one of the eight key sectors in the BC Jobs Plan because of its social, cultural and economic benefits to the Province of British Columbia. Last year a total of 114,600 international students attended elementary, secondary schools, private language-training schools, public and private post-secondary institutions in B.C.

In 2013, international students spent nearly \$2.3 billion on tuition, accommodation, other living expenses, arts, culture and recreation, which supported close to 25,500 jobs and had a positive effect on communities throughout the province.

The government launched BC's International Education Strategy in 2012 to promote the two-way flow of students, educators and ideas between B.C. and partner countries.

Quotes:

Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour —

“Through ongoing dialogue and sharing of ideas, we are working to address the shifting needs of B.C.’s labour market. This roundtable will provide an excellent forum to engage with key stakeholders and take a closer look at how our government as well as industry can continue to partner to meet employers’ labour market needs.”

Andrew Wilkinson, Minister of Advanced Education —

“Our government has an ambitious goal to increase the number of international students who select British Columbia as a study destination. It is imperative for the provincial government to continue working with federal government counterparts and industry representatives to ensure the two-way exchange of students, faculty and ideas is as smooth as possible. ”

Quick Facts:

- B.C. is reaching a tipping point where more people are leaving the workforce than entering it. That is why government is taking action now to address this rapidly changing labour market.
- Canada enrolls approximately 5% of all international students in the world, while B.C. hosts nearly one-third of all international students in Canada.
- The top five countries with students attending all school types at the K-12, post-secondary and language schools levels are:
 - 1. China: 28,700 students
 - 2. South Korea: 13,600 students
 - 3. Japan: 13,500 students
 - 4. Brazil: 8,900 students
 - 5. Saudi Arabia: 6,200 students

Learn More:

International students in B.C.: <https://news.gov.bc.ca/factsheets/factsheet-international-students-in-bc>

BC Jobs Plan, International Education Strategy:
<http://www.aved.gov.bc.ca/internationaleducation/welcome.htm>

B.C.'s Skills for Jobs Blueprint: www.workbc.ca/skills

BC Jobs Plan: www.engage.gov.bc.ca/bcjobsplan/

Media Contact:

Ministry of Jobs, Tourism and Skills Training
and Responsible for Labour
250 387-2799

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



NEWS RELEASE

For Immediate Release
2015CFD0034-001580
Sept. 23, 2015

Ministry of Children and Family Development

New online resources help families, communities address poverty

VANCOUVER – Two new online resources are now available to families living on low incomes and to communities working with them to ensure their needs are met.

The first is an easy-to-use online portal that brings together a number of federal, provincial and community-based supports and services. The one-stop site will help connect people to many of the services they may need, whether it's housing, transportation, health care, education or skills training: <http://goo.gl/Ns0WpZ>

“There's lots of help for people who live on low incomes, but finding it can be a challenge,” said Minister of Children and Family Development Stephanie Cadieux. “So we developed a web page where British Columbians can get connected more easily to the things they need, whether that's getting a bus pass, finding an affordable place to live, or upgrading their education.”

For communities interested in creating their own local poverty strategy, the Province has pulled together the insights and lessons learned from working with seven communities committed to helping those most in need in their neighbourhoods into a simple quick reference guide that provides a 10-step road map to help get started: <http://goo.gl/bBNT8>

Also available online is the Community Poverty Reduction Strategies 2015 Progress Report, which gives readers a close look at how seven B.C. communities are alleviating the effects of poverty and making life easier for families at the local level: <http://goo.gl/Qwxo6Z>

The Community Poverty Reduction Strategies Initiative began in 2012 as a partnership between the Ministry of Children and Family Development (MCFD) and the Union of BC Municipalities (UBCM).

“There is a growing recognition that poverty cannot be addressed by one level of government, one group, or one overarching plan,” said Cadieux. “It takes all levels of government, business and community sectors working together with families in order to ensure that the individual needs of families are being met.”

Some examples of innovative work currently underway include:

- New Westminster has developed a local poverty profile to gain a better understanding of what poverty looks like in their community.
- Cranbrook and New Westminster have held focus groups with families living on a low income to help identify barriers and challenges.
- Low-income families in Cranbrook are receiving free transit passes.
- Stewart has set up a community food bank.

With participating communities moving beyond the pilot project stage, UBCM will no longer be an active partner in the initiative; however, the Province will continue to support the work of each participating community.

Family consultants will continue to connect low-income families with services, to work with community partners and participate on the local poverty reduction planning committees. If new communities want help with creating a local poverty reduction strategy, MCFD will provide support through a local liaison that will work with the community's planning committee.

With the help of Jackie Tegart, MLA for Fraser-Nicola and appointed poverty liaison for the initiative, MCFD will receive updates on the progress that participating communities are making as they continue to create, refine and implement their own community poverty reduction strategies.

"This project's individualized approach has a ripple effect," said Tegart. "Sometimes small things like helping parents find child care or connecting them to a community agency can have a huge impact on their lives, and I'm happy to continue my work with communities to help those in need."

In addition to the ongoing community initiatives, the Province will continue to support communities and families throughout B.C. at the provincial level by growing the economy and creating jobs, and by providing the targeted supports and services that individuals and families need in order to be lifted out of poverty.

Media Contact:

Government Communications and Public
Engagement
Ministry of Children and Family Development
250 356-1553 | 250 213-5572

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

NEWS RELEASE

For Immediate Release
2015EDUC0063-001605
Sept. 28, 2015

Ministry of Education

Province and teachers partner on new curriculum training for educators

VICTORIA – The world is changing and parents expect government and teachers to work together to make sure students have the skills they need to succeed.

That's why the government has partnered with more than 100 teachers to develop new curriculum being introduced to classrooms over the next three years.

And it is why Minister of Education Mike Bernier and B.C. Teachers' Federation president Jim Iker today announced a wide-ranging support plan so teachers get the information and training they need to bring B.C.'s new curriculum to life in their classrooms. The support plan includes \$1 million to fund targeted training this school year, as well as dedicated time worth \$100 million over three years so public school teachers can prepare for the curriculum. Bernier and Iker were joined at the announcement by representatives from the wide range of education partners dedicated to student success – including the British Columbia School Trustees Association, the B.C. Confederation of Parent Advisory Councils, the First Nations Education Steering Committee, the Federation of Independent School Associations British Columbia, the B.C. Principals' and Vice-Principals' Association, and the British Columbia School Superintendents Association and the BC Association of School Business Officials.

The support plan includes:

- learning sessions for teachers at the provincial and local levels
- webinars, videos and district-level teams in place so teachers can learn first-hand what is working in the classroom
- extra time set aside throughout the three years so districts and teachers associations can collaborate on training for teachers
- dedication of two existing professional days to the new curriculum in 2016-17 and 2017-18

The new K-12 curriculum maps out what teachers teach and what students are expected to learn. While it focuses on the basics of reading, writing and arithmetic the new curriculum teaches them in a way that students also learn the collaboration, critical thinking, and communications skills needed to succeed after high school.

The curriculum will be phased in over three years. K-9 is available for teachers to use this year on a trial basis before being fully implemented next school year. By 2017-18 the entire K-12 curriculum will be used throughout the province.

Quotes:

Mike Bernier, Minister of Education –

“In our changing world parents expect us to make sure kids have the skills they need to succeed. The new curriculum was designed by teachers for teachers and these training supports will make sure they can bring the new curriculum to life in the classroom. It’s really encouraging to work collaboratively. The BCTF and its members have been key partners in building the new curriculum and this support plan. It’s my hope we build on this work together for an even more collaborative relationship moving forward.”

Jim Iker, president, BC Teachers Federation–

“The BCTF has been very supportive of the collaborative process involved in developing B.C.’s new curriculum and we are very proud of the hard work more than 100 of our members put into the redesign teams. The new curricula are streamlined and flexible –qualities teachers will appreciate – while remaining rigorous and engaging for students. Today’s announcement of 10 hours of in-service time for B.C. teachers to work together, learn, discuss, and share strategies about the new curriculum is a very welcome first step in ensuring a successful roll out. Teachers want to see the new curriculum succeed. Going forward, the BCTF will continue to advocate for the funding needed to ensure teachers have the resources and learning conditions to support our students’ learning.”

Teresa Rezanoff, president, BC School Trustees Association–

“The BC School Trustees Association supports the Ministry of Education’s decision to fund and facilitate opportunities for teachers at all levels to engage in and explore the new K-12 curriculum. The co-construction of this initiative by the BCTF and the ministry is positive and recognizes the value of all parties in the education sector working together. Boards of education will be looking forward to the local discussions on how best to structure the use of the 10 hours and accompanying resources to best meet the needs of teachers while minimizing any impact on student learning time.”

Sherry Elwood, president, BC School Superintendents Association –

“District superintendents and their senior leader colleagues will be pleased to work with our educational partners to design and plan for the implementation of the new curriculum. This is an exciting opportunity to create experiences for our students which will engage them in meaningful learning for the 21st century. Working together with teachers, educational support staff, principals and vice-principals, we can continue to focus on the skills that our students will need to be positive and contributing members of a future that we can only imagine!”

Dr. Peter Froese, executive director, Federation of Independent School Associations BC–

“Independent school teachers are pleased to have participated in the development of the new curriculum for K-12 students. To assist teachers in curriculum implementation strategies, the five associations of FISA BC will join our education partners in providing ten hours of professional development this year to better prepare teachers in strengthening communication, personalized learning opportunities, collaboration and critical thinking skills for students.”

Tyrone McNeil, president, First Nations Steering Committee–

“Professional learning is essential to effective implementation of the new curriculum,

particularly when it comes to increased Aboriginal content. We celebrate opportunities for teachers to increase their capacity to meet the needs of Aboriginal students and integrate Aboriginal content across the curriculum.”

Nicole Makohoniuk, BC Confederation of Parent Advisory Councils –

“We are encouraged that all partners in education were consulted to create the new curriculum for students and that teachers will be supported as the new curriculum is being rolled out. This is an exciting time for students in education.”

Gordon Li, president, BC Principals’ and Vice Principals’ Association –

“Educators are hopeful about the possibilities of the new curriculum framework and its promise to engage students in personalized and inter-disciplinary learning and critical thinking. Successful implementation requires that principals and vice-principals work with our partners to develop common understanding and share successful practices. The opportunities the Ministry are providing will greatly increase the prospect of successful implementation for the benefit of all students.”

Kelvin Stretch, BC Association of School Business Officials –

“We appreciate the recognition by the Province of the need for additional resources to support the implementation of initiatives such as the introduction of new curriculum.”

Quick Facts:

- The ministry is working directly with more than 150 teachers on 20 curriculum teams to develop the new curriculum.
- Draft K-9 curriculum was posted online for review in October 2013 and garnered more than eight million webpage views and more than 1,200 pieces of feedback from teachers, experts, parents and the general public.
- Draft curriculum for grades 10-12 is now being developed and posted for review.
- Aboriginal culture and perspectives have been integrated throughout all grade levels.
- The curriculum also includes the history and the contributions of the Asian and South Asian community to the development of our province – and the injustices they experienced.

Learn More:

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

B.C.’s Education Plan: <http://www.bcedplan.ca/>

B.C.’s Skills for Jobs Blueprint: <https://www.workbc.ca/skills>

Media Contact:

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



NEWS RELEASE

For Immediate Release
2015EDUC0064-001625
Sept. 30, 2015

Ministry of Education

Partnership supports Aboriginal student success at Province's 100th signing

QUALICUM – Aboriginal students, teachers and local First Nations communities celebrated a new Aboriginal Education Enhancement Agreement (AEEA) today that will help improve and support Aboriginal student learning, well-being and success.

The ceremony included speeches, presentations, singing and dancing and took place at the Qualicum school district's board office in Parksville.

An Aboriginal Education Enhancement Agreement is a commitment by school districts, local Aboriginal communities, and the Ministry of Education to work together to support Aboriginal student achievement and success.

This agreement marks the Province's 100th AEEA with school districts throughout B.C., since 1999. This is the third First Nations, Métis and Inuit Education Enhancement Agreement between First Nations, Métis, and Inuit communities, the Qualicum school district (SD 69) and the Ministry of Education.

The goals of the five-year agreement focus on Aboriginal language, attendance, academic success, grade-to grade transitions and Aboriginal teachings, culture and history.

The partners created guiding principles to implement the agreement, such as honouring and acknowledging the traditional teachings of elders and ancestors. A learning environment where all Aboriginal students can feel confident and proud about their ancestry is a key focus.

The agreement today builds on the recently released 'Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward'. The resource booklet helps teachers bring Aboriginal culture, history and perspectives into their classrooms. The booklet also supports the revised curriculum being introduced into B.C. schools over the next three years, which provides a flexible and innovative plan to help B.C. students gain the knowledge and skills they need to succeed.

Quotes:

Mike Bernier, Minister of Education –

"This agreement will help further support the well-being and academic success of Aboriginal students and strengthen First Nations communities. This is an example of how government, school districts and Aboriginal communities are working toward reconciliation."

Michelle Stilwell, MLA for Parksville-Qualicum –

"I'd like to congratulate all the partners involved for coming together to create a third

agreement that will bring Aboriginal culture and history into the curriculum for all students, and help us to improve our education system.”

Donna Kennedy, Qualicum school district 69, First Nations advisory chairperson –

“Congratulations to everyone for all the hard work put into the agreement. I believe it will enhance the support for our students, and goes a long way to highlight our First Nation traditions and language.”

Eve Flynn, Qualicum school district 69, board chair –

“The board of SD 69 is proud of our work with our aboriginal communities. Our process for creating our third First Nations, Métis and Inuit Enhancement Agreement was inclusive of teachers, students, parents, community leaders and elders. We are very excited to include in the agreement the teaching of Hul’qumi’num language to our students.”

Quick Facts:

- The six-year completion rate for Aboriginal students in SD 69 has improved from 63% in 2009-10 to 69% in 2013-14. The provincial six-year completion rate for Aboriginal students is now at a record high of 62%.
- SD 69 has an Aboriginal population of 436 Aboriginal students of the 4097 total number of students in the district, according to 2014-15 statistics.
- SD 69 recognizes and acknowledges the traditional territory of the Qualicum and Nanoose First Nations.
- Total K-12 Aboriginal enrolment in B.C. public schools is 61,811 or 11.2% this school year.

Learn More:

Aboriginal Education Enhancement Agreements:

<https://www.bced.gov.bc.ca/abed/agreements/>

First Nations Education Steering Committee: <http://www.fnesc.ca/>

Aboriginal education, Ministry of Education: <https://www.bced.gov.bc.ca/abed/>

Qualicum school district (SD 69): <http://www.sd69.bc.ca/>

Media Contact:

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

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NEWS RELEASE

For Immediate Release
2015EDUC0065-001657
Oct. 7, 2015

Ministry of Education

Thirty-one days of reading - October is Library Month in B.C.

VICTORIA – Titles from Alice Munro, Kenneth Oppel, Susan Juby and other notable Canadian authors lined bookshelves as literacy took centre stage when a second library suddenly popped up today at the B.C. Parliament Buildings.

Minister of Education Mike Bernier and the Greater Victoria Public Library (GVPL) welcomed the legislature’s first Pop-Up library to help proclaim October 2015 as Library Month in British Columbia and Monday, Oct. 26, 2015, as School Library Day.

Reading and literacy are keys to success in life and that’s why they are both key parts of B.C.’s new curriculum that will be phased into classrooms over the next three years.

A Pop-Up library is a temporary installation that libraries use to promote literacy beyond their branches. At the Parliament Buildings, the GVPL showcased books from local authors and brought along its bike-mobile, the perfect transport for Pop-Up events.

Using the mobile checkout system, guests registered for library cards and signed out books. The GVPL also shared its innovative approaches to literacy services and collections. Tablets, e-books and curated Books-to-Go bags help even the busiest person take time for reading.

As part of Library Month, the British Columbia Teacher-Librarians Association is hosting the ninth anniversary of the Drop Everything and Read (DEAR) challenge. On Oct. 26, all British Columbians are invited to drop everything, put down their work and turn off computer screens so they can read a book, magazine or newspaper for 20 minutes.

Last month, the Ministry of Education provided \$500,000 to Postmedia’s Raise-A-Reader campaign. Working with Decoda Literacy Solutions, B.C.’s only provincewide literacy organization, the campaign supports community-based literacy organizations throughout the province.

Since 2002, the Province has invested more than \$206 million in public libraries. B.C.’s libraries are partners in fostering lifelong learning and connect British Columbians to their communities and the world.

Quotes:

Mike Bernier, Minister of Education–

“Our libraries are places where imaginations can run wild and where great ideas begin. Pop-Up libraries are a great way of making books and reading even more accessible to the community. This October, take the time to find your next favourite author and catch the reading bug.”

Maureen Sawa, CEO, Greater Victoria Public Library—

“Libraries are more important than ever. Public libraries are trusted community resources where people of all ages and abilities can connect and discover. Lifelong learning is key to vibrant economies and I am delighted that the Province recognizes the essential role that libraries play in empowering individuals to succeed.”

Annette Defavari, executive director, BC Library Association—

“Library Month is important for all libraries including post-secondary, public, school and special libraries. Library Month is an opportunity to recognize the work libraries do to serve and build their communities, to provide overarching access to information, to promote literacy to people of all ages and backgrounds, and to encourage innovation by being the creative and collaborative hubs in our society.”

Quick Facts:

British Columbia’s first public library opened in 1891. Since then, they have served as community hubs providing access to information, programs and services for B.C. residents.

Public library system snapshot:

- 246 library locations.
- Nearly 16 million items available.
- Nearly 58 million visits to libraries and their websites each year.
- About 57 million items borrowed each year.
- 1.3 million B.C. residents attended a library program in 2013.

Learn More:

Greater Victoria Public Library: <http://gvpl.ca/>

Decoda Literacy Solutions: <http://decoda.ca/>

Media Contact:

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

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

NEWS RELEASE

For Immediate Release
2015EDUC0068-001704
Oct. 13, 2015

Ministry of Education

Students to benefit from 17 Innovation Partnership projects in B.C. schools

VICTORIA – The world of education is changing and students throughout the province are going to benefit from innovative concepts being put into practice by teachers and administrators.

These innovations will get a boost as Education Minister Mike Bernier today announced the first 17 projects that will receive support under the K-12 Innovation Partnership program.

The K-12 Innovation Partnership gives public and independent schools the opportunity -- and support -- to explore new programs and practices to help students and teachers succeed. The selected projects complement the new K-12 curriculum being phased in over the next three years and focus on:

- enhanced hands-on, project-based learning;
- supports for vulnerable and/or at-risk students;
- Aboriginal learning;
- science and technology; and
- reporting and assessment practices.

The 17 projects were selected by the Innovation Partnership Working Group (IPWG), a collaboration of education partners including the BC Teachers' Federation, BC Schools Superintendents Association, BC Principals' and Vice-Principals' Association, the Federation of Independent School Associations of BC and the Ministry of Education.

Each project will receive \$8,000 in financial support for teacher release time, research, and project expenses, plus there will be opportunities for project teams to collaborate with colleagues and explore how these innovative concepts could be adopted by other school districts.

A second intake for the Innovation Partnership will be announced this fall, and schools are encouraged to continue to submit proposals for consideration.

A backgrounder outlining the first 17 K-12 Innovation Partnership projects is online at: https://news.gov.bc.ca/files/K-12_Innovation_Partnership_Projects.pdf

Quote:

Mike Bernier, Minister of Education –

“Parents expect us to make sure we are doing everything possible to prepare their kids for the future. These projects will help us accomplish that. I want to thank all the schools, districts and teacher associations that took the time to submit their ideas. I’m looking forward to the work

starting – and encourage all our partners to keep looking at innovative learning and teaching opportunities for their students and communities.”

Rod Allen, chair, Innovation Partnership Working Group–

“Collaboration and partnerships are critical factors in our quest to provide students in B.C. with a high-quality, innovative learning experience that will give them the skills, abilities and competencies they need for a bright future regardless of the path they choose. It's important that educators are leading these innovations, and we're happy to see so many submitting projects for the partnership. I thank my working group colleagues from the BC Teachers' Federation, Federation of Independent Schools Association of BC, Principals' and Vice-Principals' Association, and the Ministry of Education for working in partnership to select the projects. We look forward to moving ahead on this work.”

Quick Facts:

- The working group received 77 project proposals for the first intake of the Innovation Partnership.
- Proposals were received from 33 school districts and 19 independent schools.
- The IPWG will be bringing teams from each project together twice during the year to discuss their innovations.
- The Innovation Partnership is a key component of the K-12 Innovation Strategy announced at the 'BC's Focus on Learning' forum in January 2015.

Learn More:

Find out more about the Innovation Partnership: www.k12innovation.ca

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

B.C.'s Education Plan: <http://www.bcedplan.ca/>

Media Contact:

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

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



NEWS RELEASE

For Immediate Release
2015CSCD0048-001700
Oct. 13, 2015

Ministry of Community, Sport and Cultural Development

B.C. gaming grants help support quality education

VICTORIA – Over \$11 million in community gaming grants, funded by the B.C. government, will help students access extracurricular activities and parents stay connected to their local schools, Community, Sport and Cultural Development Minister Peter Fassbender said today.

Parent Advisory Committees (PACs) and District Parent Advisory Committees (DPACs) working with public and independent schools will share \$11,082,740 in community gaming grants this year. The grants provide support for extracurricular sports, arts, class trips and other school activities.

The funding includes \$10,977,740 for 1,387 PACs and \$105,000 for 42 DPACs. By working in partnership with school staff, PACs and DPACs enhance the quality of educational experiences available to B.C. students and help build partnerships between parents and schools.

Quotes:

Peter Fassbender, Minister of Community, Sport and Cultural Development –

“Public and independent schools play important roles as integral components of busy, thriving communities throughout British Columbia. By providing substantial support every year for PACs and DPACs, community gaming grants help B.C. students benefit from extracurricular opportunities that enrich their educational experience and support their development as citizens and community leaders.”

Mike Bernier, Minister of Education –

“B.C. schools provide an excellent quality of education for children and youth in communities throughout the province. These gaming grants provide significant funding to local parent advisory committees so they can purchase playground and sports equipment, and musical instruments while supporting other important learning opportunities for students.”

Quick Facts:

- The Province distributes \$135 million in community gaming grants to benefit over 5,000 local organizations representing virtually every community in the province.
- For a full list of approved gaming grants, visit:
<https://www.gaming.gov.bc.ca/revenue/index.htm>
- Agricultural fairs, local festivals and celebrations, heritage associations and museums, arts and culture, sports, environmental organizations, human and social services, public safety, parent advisory councils and district parent advisory councils are all eligible for community gaming grants.

Learn More:

To apply for a B.C. community gaming grant, visit:

<https://www.gaming.gov.bc.ca/grants/index.htm>

Check out the Government of British Columbia's role in supporting sport, arts and culture through the Ministry of Community, Sport and Cultural Development at:

<http://www.gov.bc.ca/cscd>

Media Contact:

Ministry of Community, Sport and Cultural

Development

250 356-6334

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



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Building Learning Together Coalition
Meeting Location: Family Place
Meeting Time: October 1, 2015 at noon
Committee Report:

Early Years Centre funding is being considered. Sixteen centres in BC will be funded.

2 people will be attending "Human connections in a digital world" conference this weekend.

Discussion of previous visioning session and goals for upcoming year. After some discussion, the coalition decided to continue to discuss and implement common strategies to engage parents. Currently, many service providers are noting that parents are using their cell phones rather than engaging with their children in programming.

Round Table of participants and updates:

Oceanside Cultural Forum centering on art and social wellbeing will have happened on October 15 (all day) at the Mac. Also Pumpkin Paint off and Spooktacular on the website for the Mac. Nanoose Childcare is presenting an Early Childhood Education Conference.

Work BC (Career Centre) has new programs especially for folks on Income Assistance. They are running another Bladerunners' program for youth as well.

Library – Has a new computer program as of Thanksgiving Weekend. Have patience please!!
RDN – Many programs happening in Qualicum and in Parksville (At the old Parksville Elementary on Tuesdays and Thursdays). All Grade 5 students have an "active pass" that allows for admission to RDN programs.

ACRA Held a successful fundraiser sing along to support the ACES Program at Errington Elementary School. This after school program provides interested students with a variety of activities. October 31 is the Coombs Candy Walk. Fireworks at 8:00 PM.

Family Resources Centre reminds us that they provide Early Childhood Speech and Language support.

Next Meeting November 5 at noon.

Heart/Mind Interest Group

Last spring BLT hosted a workshop on Heart/Mind <http://dalailamacenter.org/> The goal of the Heart/Mind Interest Group is to follow up on the workshop. We met on October 7.

The group wishes to focus on creating a common Heart/mind language and orientation among groups attending the BLT Coalition. We believe that groups have already adopted this orientation in their current

planning and operations. This appeared to be evident in the small group work done with the affinity group on education at the spring conference.

Education Group Brackets are mine:

- Need to recognize that public education is “outcome based” /results driven (this was the status quo, however this is changing as there is a move to more process based learning in curriculum. Our district’s strategic plan focuses on flexible learning and inclusion.)
- Need to provide more opportunities for:
 - Process and discovery (New district programs, Exploratories, and curriculum changes)
 - Nature (There are now options at all ages to learn through nature, including through BLT)
 - Outdoor Education (As Above)
 - Indigenous pedagogy – organic learning connected to nature, personal discovery, family connections (Aboriginal Education now integrated into curriculum; signing of our third Enhancement contract etc.)
- Consider learning styles of all (Flexible/inclusive learning)
- Schools can be focused on Heart/Mind culture (self-regulation and safe schools initiatives)
- Educating staff to allow for and share emotions – self-expression/overcoming fears and allowing for creativity (Teaching from passion)
- What is the “commonality” for all? --Staff/admin./children/families. Build upon --Fun; playful/open trusting/non-competitive learning (Supported through building a collaborative culture and stability)
- “Inclusion” for all is the key to problem solving



Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin
Committee Name: District 69 Recreation Commission
Meeting Location: Oceanside Place
Meeting Time: Oct. 15, 2015 2:00 pm

Committee Report:

Staff gave an update on their progress to date in the development of recommendations on an Outdoor Multi-Sports Complex in District 69. They will continue to gather input from local business and user groups for a report later in the year.

Recreational Programmers Kelly Valade and Chrissie Finnie from gave a full and heartwarming presentation on the past summer's RDN camps for children. There were over 2400 registrants from across the district. New programs were added and others were expanded. Not only do these programs benefit the kids during the summer break, but they offer wonderful opportunities for youth involved in the RDN's Leaders-in-Training program which in turn provides over 1500 volunteer hours to children's and other community programs.

Also, grants totally \$26,174.00 were approved for a number of community organizations and projects during the final round of grant applications for 2015

Thank you

Board Committee and Representative Appointments

2015/2016

External	
Building Learning Together Steering Committee <i>Alternate</i>	Elaine Young Eve Flynn
District 69 Recreation Commission <i>Alternate</i>	Julie Austin Eve Flynn
BCSTA Provincial Council <i>Alternate</i>	Eve Flynn Barry Kurland
BCSTA/BCPSEA Representative Council <i>Alternate</i>	Barry Kurland Eve Flynn
Tribune Bay Outdoor Education Society <i>Alternate</i>	Julie Austin Eve Flynn
Vancouver Island Labour Relations Council <i>Alternate</i>	N/A at this time
District Internal Committees	
Administration Budget Committee	All Trustees
BCPVPA (QDPVPA) Negotiations	TBD
CUPE Negotiations Committee	TBD
District Health & Safety Committee	Barry Kurland
District Scholarship Committee	TBD
Education Programs/Information Technology Budget Committee	All Trustees
MATA Negotiations Committee/Mid Contract Modifications	TBD
Operations & Maintenance Department Budget Committee	All Trustees
School Planning Council Committee	TBD
Transportation Department Budget Committee	All Trustees
Other Representation	
Appeals	Board
Board Policy Committee	All Trustees
Policy Advisory Committee	Eve Flynn Julie Austin
First Nations Education Committee	Eve Flynn Julie Austin
French Language Advisory Committee	Jacob Gair
Long Service/Retirement Committee	Elaine Young
Regional District of Nanaimo/Municipal Liaisons	Eve Flynn Barry Kurland Julie Austin (RDN)

CP2 - Five Year Capital Plan Summary

School District: 69 Qualicum

Capital Plan Year: 2015/2016

Capital Plan Submission Date:

Unsubmitted

Existing Project Priority No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	N/A	69MEUP02 MECHUP - BOWSER ELEMENTARY BOWSER ELEMENTARY - MECHANICAL UPGRADE	\$363,000	\$0	\$0	\$0	\$0	\$363,000
2	N/A	69ENER1516 ELECUP - DISTRICT OPERATIONS AND MAINTENANCE ERRINGTON ELEM AND OCEANSIDE ELEM - LIGHTING/ENERGY UPGRADE	\$119,817	\$0	\$0	\$0	\$0	\$119,817
3	N/A	69MEUP01 MECHUP - NANOOSE BAY ELEMENTARY NANOOSE BAY ELEMENTARY SCHOOL - MECHANICAL UPGRADE	\$233,000	\$0	\$0	\$0	\$0	\$233,000
4	N/A	69BUSR1516 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUSES 2690/4691/4694 WITH 84/72/72 PASSENGER BUSES	\$381,570	\$0	\$0	\$0	\$0	\$381,570
5	N/A	69BUSR1617 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUSES 2691/2692/4690/4692/4693 WITH 84/84/72/72 PASSENGER BUSES	\$0	\$647,010	\$0	\$0	\$0	\$647,010
6	N/A	69BUSR1718 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUSES 3690/3691/3692/4695 WITH 84/84/84/84 PASSENGER BUSES	\$0	\$0	\$597,240	\$0	\$0	\$597,240
7	N/A	69BUSR1819 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS 5690 WITH 72 PASSENGER BUS	\$0	\$0	\$0	\$116,130	\$0	\$116,130
8	N/A	69BUSR1920 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUSES 7690A/8690A WITH 72/72 PASSENGER BUSES	\$0	\$0	\$0	\$0	\$232,260	\$232,260
Total:			\$1,097,387	\$647,010	\$597,240	\$116,130	\$232,260	\$2,690,027

ENROLMENT REPORT FOR OCTOBER 2, 2015 (SNAPSHOT)

SCHOOL	Home Ed.	KF	Grade Level												12	Elem Ugr	Sec Ugr	GA	Intl. Prog.	Elem Total	Sec. Total	FTE Total	School Total	Loss/Gain
			1	2	3	4	5	6	7	8	9	10	11	12										
Ballenas Secondary School <i>Immersion</i>							133	158	169	159	172	172			1			73	0	792	869.6875	902		
PASS/Woodwinds		0	0	1	0	1	6	11	22	39	65							1	4	143	146.1250	147		
Continuing Ed. Program (Adults)**											5				2	1			0	8	1.3750	8		
Kwalikum Secondary	4						122	100	113	125	142							61	0	603	576.5000	603		
Arrowview Elementary		31	24	45	27	33	47	32	32										271	0	271.0000	271		
Bowser Elementary		23	22	21	24	21	24	23	25										183	0	183.0000	183		
Errington Elementary	5	40	44	32	57	39	45	30	32										319	0	319.0000	319		
False Bay School		2	5	5	3	4	0	3											22	0	22.0000	22		
Nanose Bay Elementary		28	29	32	33	28	42	23	40										255	0	255.0000	255		
Oceanside Elem. - Regular		19	13	14	14	9	20	17	33									1	139	0	413.0000	413		
Oceanside Elem. - Immersion		43	41	44	34	35	22	22	33										274	0				
Qualicum Beach Elementary		30	36	41	38	46	46	44	62									2	343	0	343.0000	343		
Springwood Elementary		44	54	53	54	56	56	73	67										457	0	457.0000	457		
SUB-TOTALS	9	260	268	288	284	272	303	267	325	280	294	325	340	413	0	3	1	138	2267	1656	3856.6875	3923		
CEAP		4	8	7	6	8	3	3	5	4	9	32	63	135				4	44	252	100.1875	296		
TOTALS	9	264	276	295	290	280	306	270	330	284	303	357	403	548	0	6	7	142	2311	1908	3956.8750	4219		

NOTE: Secondary, CEAP, CEC and FBS changes will be reported by headcount ONLY during the year.
 In February FTE will be edited to reflect February snapshot data

September FTE for:

CEAP: BSS:

CEC: KSS:

FBS: PASS/MW:



The Board of Education of School District 69 (Qualicum) believes that it is important to demonstrate social responsibility through actions that have a positive impact on our community, our staff and the people we serve.

The Board of Education believes that families should earn an income sufficient for them to pay for the basic necessities of life so that they can live with dignity and participate as active members of our communities.

As a responsible employer, the Board of Education recognizes that paying a **Living Wage** constitutes a critical investment in the well-being of our staff and the broader community.

A **Living Wage** is defined as the **hourly rate of pay** that enables wage-earners living in a household to:

- Feed, clothe and provide shelter for their family
- Promote healthy child development
- Participate in activities that are an ordinary element of life in the community
- Avoid the chronic stress associated with living in poverty

The Board recognizes that there are many part-time, seasonal and replacement workers whose annual School District salaries may be less than the extrapolated hourly rate based on full-time employment. The Board is also clear that many families do not conform to the traditional model which underpins the hourly wage calculation model identified by the **Living Wage For Families Campaign**. Central to the **Living Wage** framework is the understanding that not all of the onus should be on employers when it comes to ensuring the well-being of citizens, but rather, that individual citizens, governments and communities also bear responsibility in that regard.

This Policy is to ensure that all School District 69 (Qualicum) staff and service providers to our School District who work on School District premises for a specified period of time earn, at a minimum, an hourly **Living Wage** based on calculations which are congruent with the methodology developed by the **Living Wage For Families Campaign**.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

LIVING WAGE

Page 1 of 2

Objectives:

This Policy is designed to ensure that all School District 69 (Qualicum) Staff and Service Providers to our School District who work on School District 69 (Qualicum) premises or lands, for a specified period of time, will earn, at a minimum, a Living Wage.

Definitions:

District is School District 69 (Qualicum)

Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.

Living Wage is the hourly rate of pay that enables wage earners living in a household to:

- Feed, clothe, and provide shelter for their family
- Promote healthy child development
- Participate in activities that are an ordinary element of life in the community
- Avoid the chronic stress of living in poverty

This hourly rate is calculated on the living expenses of a family of four with two children aged 4 and 7, with both parents working full-time (35 hours/week).

Premises are all District-owned premises, roadways, and grounds.

Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.

Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).

Implementation, Compliance and Enforcement:

- The District will implement this Living Wage Policy effective January 1, 2016. Existing contracts still in force at the time of implementation will be grandfathered until such time as the contract expires or is renegotiated, whichever comes first.
- The Living Wage will be calculated annually by staff based on the methodology developed by the Living Wage for Families Campaign as noted above.
- This Policy will encompass all District employees, Service Provider and Sub-contractor employees with the following exclusions:
 - Students seeking work experience credits for educational purposes;
 - Volunteers; and,
 - Employees of organizations (for profit or not-for-profit) that lease space/property from the District.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

LIVING WAGE

Page 2 of 2

- The District, as a Living Wage Employer, will ensure all Staff are paid no less than the living wage as established in the year of ratifying of any of the District's Collective Agreements with its Unions. The District will not open up any existing Collective Agreement during its existence to adjust hourly rates in the event those hourly rates dip below the Living Wage for that year. For example, if in year 2 of a 3-year Agreement an employee's hourly rate falls below the Living Wage hourly rate for that present year, no alteration to the Collective Agreement will be considered.
- The District has established the following criteria to determine a service provider's or sub-contractor's eligibility under the Living Wage Policy.
 - An employee of a service provider or of its sub-contractor must perform services physically on District premises.
 - Work must last longer than one continuous hour per occasion.
- The District requires all Service Providers and Sub-contractors, whose services fall within the parameters established within this Policy, to be compliant for the duration of their contract with the District. Any existing contracts that are in place at the time of inception of this Policy will not require immediate compliance should their wage rates be lower than that established Living Wage rate. However, a contract will require compliance at time of renewal.
- The District will incorporate into all of its competitive bid documents (Invitations to Tender, Requests for Proposal, Quotes, etc.) a sample declaration to be signed as part of the Service Provider's contract with the District. A Sample Declaration is attached.
- The District will enforce the Policy by performing audits of its Service Providers and Sub-contractors when notification of non-compliance is received by the District. Non-compliance may result in the cancellation of the Contract at the discretion of the District.



WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)
(Page 1 of 2)

POLICY

The Board of Education of School District 69 (Qualicum) recognizes the right of employees and students to work and learn in an environment free from personal and bullying and harassment (including sexual harassment). The Board of Education will regard harassment in district schools or work sites as serious misconduct and take action accordingly. The Board of Education of School District No. 69 (Qualicum) considers bullying and harassment in any form to be totally unacceptable and will not tolerate its occurrence. All individuals will be treated in a fair and respectful manner and any bullying and harassment in district schools or work sites will be treated as serious misconduct and action will be taken.

The actions of the Board in defining and responding to a complaint of bullying and/or harassment (including sexual harassment) by an employee are governed in part by the District's "Procedures to Deal With Workplace Bullying and Harassment (Including Sexual Harassment)" and in part by the collective agreements which exist between the Board and CUPE Local 3570 and between the Board and the Mount Arrowsmith Teachers' Association.

DEFINITIONS

Personal Harassment is:

- any improper behaviour that is directed at or is offensive to any person, is unwelcome and which the harasser knows or ought reasonably to know would be unwelcome; or
- objectionable conduct, comment, materials or display made on either a one-time or continuous basis that demeans, belittles, intimidates or humiliates another person; or
- the exercise of power or authority in a manner which serves no legitimate work or learning purpose and which the harasser ought reasonably to know is inappropriate; or
- such misuses of power or authority as intimidation, threats, coercion or blackmail.

Sexual Harassment is any unwelcome comment or conduct of a sexual nature that may detrimentally affect the work or learning environment or lead to adverse job-related or learning/performance-related consequences for an employee or student experiencing the harassment.

REGULATIONS

1. The actions of the Board in defining and responding to a complaint of personal or sexual harassment by an employee are governed in part by the collective agreements which exist between the Board and CUPE Local 3570 and between the Board and the Mount Arrowsmith Teachers' Association.
2. A person lodging a complaint of personal or sexual harassment is responsible for reporting the complaint in a timely manner to the management person responsible for his/her/work or learning situation; for example, the school Principal or the site/department manager. A complaint may also be made directly to the Superintendent or designate or to the Secretary-Treasurer or designate.
3. An alleged offender will be given notice of the substance of such a complaint under this policy and will be given an opportunity to respond to the allegation.



WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)
(Page 2 of 2)

4. ~~The Superintendent or Secretary-Treasurer or their designate will determine the appropriate course of action needed to address the complaint. This will normally include a thorough investigation of the complaint by a trained and experienced person who will recommend, based on a review of the evidence presented, whether the complaint can be upheld or must be dismissed.~~
5. ~~If harassment has been determined to have occurred, as with other serious misconduct, a broad range of outcomes may result for employees including, for example, verbal warnings, mandatory training, termination or employment.~~
6. ~~Where a student is found to have been responsible for harassment it is the obligation and intention of the Board to treat the matter, to the greatest extent possible, as a learning opportunity for those involved. It must be clearly understood, however, that students may face reprimand, suspension or expulsion under the terms of the *School Act*.~~
7. ~~Complaints of harassment will be dealt with in the strictest confidence by all parties involved in the complaint.~~
8. ~~No person making a sincere report of harassment will be subject to reprisal or discipline as a result. The filing of a malicious or vexatious complaint, however, will be regarded as serious misconduct.~~

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SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 1 of 13)

Statement of Commitment

The inherent right of all individuals to be treated with dignity and respect is central to the beliefs of School District No. 69 (Qualicum). School District No. 69 (Qualicum) recognizes the right of all employees to work, to conduct business and otherwise associate free from bullying and harassment (including sexual harassment). The District has an obligation under WorkSafeBC's Occupational Health and Safety (OHS) policies under Sections 115, 116, and 117 of the *Workers Compensation Act*, to prevent and address workplace bullying and harassment (including sexual harassment).

In making this commitment, the District recognizes the rich diversity of our social fabric and the benefits which diversity brings to all members of our community. The District is committed to encouraging the tolerance of and valuing of differences. The District considers bullying and harassment in any form (including sexual harassment) to be totally unacceptable and will not tolerate its occurrence.

Who Is Covered

All persons working for the District or carrying out District business on a temporary, part time or full time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker).

Should a harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate, will determine the procedures to follow and the parties will be so notified.

Purpose

To ensure that all persons covered by these procedures are aware of their duties regarding bullying and harassment (including sexual harassment) in the workplace, and to provide clear and precise procedures for the reporting and resolution of incidents and complaints.

Board Policy Linkages

Policy 6190 Workplace Bullying and Harassment (Including Sexual Harassment)

Policy 7162 Violence/Intimidation Protection of Workers and Students

Policy 7164 Bullying: Intimidation, Discrimination & Harassment

Responsibilities

It is the District's expectation that all persons covered by these procedures, will comply with the District's policies and procedures, and are required to:

- refrain from engaging in bullying and harassment (including sexual harassment) of other employees, supervisors, the employer or persons acting on behalf of the employer
- report occurrences of bullying and harassment (including sexual harassment) observed or experienced in the workplace
- apply and comply with the District's policies and procedures on bullying and harassment (including sexual harassment)

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 2 of 13)

- participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)

WorkSafeBC OHS Definition of Workplace Bullying and Harassment (Including Sexual Harassment)

Bullying and harassment (including sexual harassment) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause the worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

MATA Members also refer to Collective Agreement Article E.2.2:

Bullying and Harassment (Including Sexual Harassment) may include, but is not limited to:

- Verbal aggression or insults; calling someone derogatory names
- Vandalizing personal belongings
- Sabotaging someone's work
- Spreading malicious gossip or rumours
- Engaging in harmful or offensive initiation practices or hazing
- Physical or verbal threats (this could also constitute "violence" or "improper activity or behaviour" under the Regulation)
- Making personal attacks, based on someone's private life and/or personal traits
- Making aggressive or threatening gestures
- Any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient
- Any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment
- An implied promise of reward for complying with a request of a sexual nature
- Misuse of power or authority as intimidation, threats, coercion and blackmail
- Reprisal or a threat of reprisal made by a person in authority after a sexual advance is rejected
- Cyber-bullying – the sending of derogatory or threatening messages to either the Complainant or others about the Complainant through email, text messaging, social networking, and websites or sharing personal and confidential messages or images

Repetition is not always a necessary element in harassment; however, the more innocuous the behaviour, the less likely a reasonable person would consider the behaviour harassment if it only happened a few times. Serious allegations, however, even if the action only occurred once, can be considered harassment.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 3 of 13)

Bullying and Harassment (Including Sexual Harassment) is not:

- Expressing differences of opinion
- Offering constructive feedback, guidance, or advice about work-related behaviour and performance
- Making a legitimate complaint about someone's conduct through established procedures

Workplace Defined

For the purpose of these procedures, the workplace includes locations where activities related to the business of the District take place. These include:

- Activities within offices, staff rooms, classrooms, lunch rooms and other District property
- Events associated with and including extra-curricular activities
- Situations outside of District operated premises e.g., field trips, work-related conferences, training sessions, travel, community events or social gatherings
- Activities in other locations where workplace bullying and harassment (including sexual harassment) may have a subsequent impact on the work relationship, performance or environment

Human Rights Code/Criminal Code/Grievance Procedure Reference

Filing a complaint under these procedures is not intended to preclude rights under the Collective Agreement, BC Human Rights Code, Criminal Code of Canada or other avenues of redress open under the law.

The complaint and investigation procedures should not be invoked or pursued at the same time as a parallel complaint before the BC Human Rights Tribunal or if a grievance remains outstanding. While such proceedings are taking place, the procedures outlined here will be suspended and may be superseded, where appropriate.

Reporting Time Frame

Any complaint must be filed within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed.

However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month limit.

Complaint Withdrawal

The Complainant may choose to withdraw the complaint at any stage. However, the District may be obliged under these procedures, to continue the inquiry into the complaint and to take whatever remedial action it deems appropriate, or refer the matter to another process or procedure.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 4 of 13)

Responsibilities for Reporting Bullying and Harassment (Including Sexual Harassment)

All persons covered under these procedures have the responsibility for and are expected to promote a working and learning environment that is free from bullying and harassment (including sexual harassment), and to assist anyone who believes that they are being or may have been bullied or harassed. Anyone who believes that a colleague or another person covered under these procedures is being or may have been bullied or harassed, is encouraged to notify their Supervisor, Director of Human Resources or Superintendent of Schools or designate, or their Union Representative.

The Complainant has the right to decide how to respond to bullying or harassment (including sexual harassment) including informal, verbal or written communication with the Respondent, or through the filing of a complaint under these procedures. The Complainant may wish to seek guidance or counselling from his or her Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union Representative to discuss the situation and how it might be resolved. Since advice only is being sought at this stage, names need not be disclosed.

Employment Consequence of Engaging in Harassment (Including Sexual Harassment)

Employees who engage, directly or indirectly, in bullying or harassment (including sexual harassment) may be disciplined up to and including dismissal.

Confidentiality

All records of the complaint filed at Step 2, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. Records will be stored in a secure file in the Human Resources Department.

The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.

Counselling

The District's Employee Family Assistance Program (E.F.A.P.) is available to all employees and their immediate families and offers counselling and resource assistance on a voluntary and confidential basis.

No Reprisals

For the purposes of these procedures, "reprisal" against an individual will be treated as harassment (including sexual harassment) when such actions occur for:

- a) invoking these procedures (whether on behalf of oneself or another individual);
- b) participating or co-operating in any inquiry under these procedures; or
- c) associating with a person who has invoked these procedures or participated in these procedures.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 5 of 13)

BULLYING OR HARASSMENT (INCLUDING SEXUAL HARASSMENT) COMPLAINT PROCEDURE STEPS:

These procedures contain three (3) steps, which are outlined below. In most instances, the complaint will be advanced through the Steps outlined below. It is noted that some exceptions to this may apply, and Step 1 may be bypassed and the complaint initiated at Step 2.

All parties involved in a complaint agree to deal with the complaint expeditiously however timelines set out in this procedure may be subject to variation by a Representative of the District, after consultation with the parties and their Union Representative, if applicable.

MATA Members also refer to Collective Agreement Article E.2.3:

Step 1 - Speak Up

- a) The Complainant (person who considers that he/she has been subjected to bullying or harassment [including sexual harassment]) is advised to record the details surrounding the incident(s) including times, dates, places, people involved, names of witnesses, if any, what was said or done, and circumstances surrounding the incident(s).
- b) The Complainant is encouraged to bring the matter to the attention of the Respondent (person responsible for the comment or conduct) calmly, but firmly, making a direct and clear objection indicating that the comment or conduct is not acceptable, is unwelcome, will not be tolerated and must stop. This is often an effective way to resolve the issue and end the bullying or harassment (including sexual harassment). The Complainant may choose to do this alone or accompanied by a representative of their choice (i.e. Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union representative). It is important the Complainant document any communication he or she has with the Respondent. It is also important that the Respondent document any communication regarding a bullying or harassment (including sexual harassment) complaint.
- c) Before proceeding to Step 2, the Complainant may choose to either correspond with or approach his/her Supervisor, Director of Human Resources, Union Representative, or Superintendent of Schools or designate to report his/her complaint and to discuss potential means of resolving the complaint and to request assistance in resolving the matter. A resolution may be attempted using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

Informal Resolution Outcomes

- a) All discussions shall be solely an attempt to mediate the complaint;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 6 of 13)

- b) Any and all discussions shall be completely off the record and will not form part of any record;
- c) Only the Complainant, Respondent, and Supervisor (Principal in the case where the Complainant and Respondent are both BCTF members) shall be present at such meetings;
- d) No discipline of any kind would be imposed on the Respondent; and
- e) Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, based on the foregoing, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.

Should a resolution be reached between the Complainant and Respondent at Step 1 under the Informal Resolution Outcomes, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution and they shall be used only for the purpose of establishing that a resolution was reached. No other copies of the resolution shall be made.

In the circumstances where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.

Step 2

The Complainant may find it necessary to deal with the complaint at Step 2:

- if the Complainant does not feel comfortable talking to the Respondent;
 - if the Complainant is not satisfied with the result of the initial contact with the Respondent; or
 - if the bullying or harassment (including sexual harassment) continues.
- a) To initiate the Step 2 process, the Complainant is required to complete the ***Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form*** attached to these procedures which details the particulars of the allegations, and submit it along with any other supporting documentation, to the Superintendent of Schools or designate. The complaint should include specific incident(s) which form the basis of the complaint and the definitions of bullying or harassment (including sexual harassment) which may apply; however, the form of the complaint will in no way restrict a mediation or investigation or its conclusions.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 7 of 13)

- b) The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested from the Complainant). Upon the conclusion of such a review, the Superintendent of Schools or designate shall:
- i) initiate an investigation of the complaint and appoint an investigator; or
 - ii) recommend mediation or other alternative disputes resolution processes to resolve the complaint.

Should the complainant not agree with the process recommended by the Employer, an investigation will be initiated.

- c) The Respondent cited in a complaint shall be provided with notice of the mediation or investigation, in writing and shall be provided with a copy of the ***Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form*** filed by the Complainant within three (3) working days of the submission. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
- d) The Superintendent of Schools or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
- that they have the right to representation during any discussions or meetings held during the process, and
 - notice of mediation or investigation.
- e) In the event the Superintendent of Schools is involved either as the Complainant or Respondent, the complaint shall, at the Complainant's discretion, be immediately referred to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 of these procedures and report to the Board.

Step 3 – Investigation Process:

- a) A representative of the District will investigate the complaint of bullying or harassment (including sexual harassment).
**The Superintendent of Schools may appoint an independent investigator.*
- b) The investigator will collect evidence by interviewing the Complainant and Respondent (separately), interviewing any witnesses, and otherwise investigating all aspects of the matter which are relevant in determining whether the allegations of bullying or harassment (including sexual harassment) are substantiated.
- c) The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment (including sexual

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 8 of 13)

- harassment). The Complainant may request that the investigator shall be of the same gender as the Complainant and where practicable the request will not be denied.
- d) The Investigator must keep confidential and comprehensive notes of all meetings.
 - e) The investigation shall be conducted as soon as is reasonably possible and shall be completed in twenty (20) working days unless otherwise agreed to by the parties. Such agreement will not be unreasonably withheld.
 - f) Both the Complainant and the Respondent have the right to representation during any discussions or meetings held during the process and shall be advised of this right by the investigator.
 - g) Notwithstanding either party's refusal to co-operate in an investigation, the District may deem it necessary to follow the complaint procedure through to completion.
 - h) The Employer will advise the Complainant and the Respondent, in writing, of the results of the investigation and any actions that may be taken in the matter. The specific details of any disciplinary action will only be provided to the employee who is to be disciplined and his/her Union, if applicable.

Outcomes

Depending on the outcome of the investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:

- Counselling
- Education on Bullying and Harassment (e.g. training or awareness sessions)
- Formal written apology
- Change of work assignment of the Complainant and/or Respondent
- Verbal warning
- Written warning
- Suspension or dismissal

Note: If disciplinary action is required, a copy of any disciplinary correspondence will be placed in the employee's personnel file.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 9 of 13)

CHECKLIST

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by these procedures. A 'person' could be a workplace party such as a supervisor, or co-worker. Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

Complaints from an individual or group should be reported within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed. However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months, and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month time limit.

IN SOME CIRCUMSTANCES STEP 1 MAY BE BYPASSED AND THE COMPLAINT PROCEDURE MAY BE STARTED AT STEP 2.

**STEP 1 – SPEAK UP
(THE MAJORITY OF CASES ARE RESOLVED AT THIS STEP)**

- Complainant is advised to record the details surrounding the incident (times, dates, places, names of people involved, witnesses, circumstances, etc.)
- Complainant is encouraged to advise the Respondent in person or in writing that he/she considers the conduct in question to be offensive and request the Respondent to stop. This may be done in the presence of a resource person.
- Both the Complainant and the Respondent are advised to document the details of the meeting.
- Complainant may wish assistance to resolve the complaint using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

INFORMAL RESOLUTION OUTCOMES

- All discussions shall be solely an attempt to mediate the complaint.
- Any and all discussions shall be completely off the record and will not form part of any record.
- Only the Complainant, Respondent, and Supervisor (Principal in the case where both parties are BCTF members) shall be present at such meetings.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 10 of 13)

- No discipline will be imposed on the Respondent.
- Should a resolution be reached between the Complainant and Respondent, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution. No other copies of the resolution shall be made.
- Where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.
- If the Respondent fails to stop, or if the Complainant does not feel comfortable in confronting the Respondent in the first place, or if the Complainant is not satisfied with the initial contact, then move to STEP 2.

STEP 2

- Complainant completes the Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form and submits form along with any supporting documentation to the Superintendent of Schools or designate. The complaint should include specific incident(s) and the definitions of bullying or harassment (including sexual harassment) which may apply.
- The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested). Upon conclusion of the review, the Superintendent of Schools or designate shall initiate an investigation and appoint an investigator or recommend mediation or other alternative disputes resolution processes to resolve the complaint. Should the complainant not agree with the process recommended, an investigation will be initiated.
- Superintendent of Schools or designate ensures that the Respondent receives notice of the mediation or investigation and a copy of the complaint, in writing.
- Superintendent of Schools or designate ensures that the Complainant, Respondent and Union (if applicable) are informed, in writing, that a representative may accompany them to any meetings and provides them with notice of mediation or investigation.

(If the Respondent is the Superintendent of Schools or designate, the Complainant is to contact either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 and report to the Board).

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 11 of 13)

STEP 3 – INVESTIGATION PROCESS

- A Representative of the District will commence an investigation of the complaint as soon as is reasonably possible following the receipt of a written request for a Step 3 investigation. [The Complainant may request that the investigator be of the same gender as him or her and where practicable the request will not be denied.]
**The Superintendent of Schools may appoint an independent investigator.*
- The investigator will collect evidence by interviewing the Complainant, Respondent and any witnesses (separately).
- The investigator will inform both the Complainant and Respondent of their right to representation during any discussions or meetings held.
- The investigator will keep confidential and comprehensive notes of all meetings.
- The investigation will be completed in twenty (20) working days unless otherwise agreed to by the parties and their Union Representative, if applicable.

THE INVESTIGATOR WILL INVESTIGATE FULLY. THE INVESTIGATION SHALL BE COMPLETED AS EXPEDITIOUSLY AS POSSIBLE.

Following the investigation:

- The Complainant and the Respondent will be advised by the Employer of the conclusion of the Step 3 investigation.
- The results of the investigation will be shared, in writing, with the Complainant, Respondent and Union, if applicable. The specific details of any disciplinary action will only be provided to the employee who is disciplined and their Union, if applicable.

OUTCOMES

Depending on the outcome of the Step 3 investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:

- Counselling
- Education on Bullying and Harassment (e.g. training or awareness sessions)
- Formal written apology
- Change of work assignment of the Complainant and/or Respondent
- Verbal warning
- Written warning
- Suspension or dismissal

For more detailed information, refer to pages 1 – 8 of this document.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 12 of 13)

COMPLAINT FORM

All persons working for the District or carrying out District business on a temporary, part time or full time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker). Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

PRIVATE AND CONFIDENTIAL

Complainants may seek assistance before completing this form.

This form, along with any documentation supporting this complaint (e.g. emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent of Schools or designate. (If the Respondent is the Superintendent of Schools or designate, submit this form and supporting documentation to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union.

Name of Complainant:

School/Department/Work Site:

Description of Alleged Bullying or Harassment (Including Sexual Harassment) – attach further information if required (e.g. behaviour and/or words used):

Name(s) of Person(s) Accused of Bullying or Harassment (Including Sexual Harassment):

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

WORKPLACE BULLYING AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

(Page 13 of 13)

Date(s) of Incident(s) or Time Frame and Location of Incident(s):

Name(s) of any Witnesses to the Incident(s) of Bullying or Harassment (Including Sexual Harassment):

What steps have been taken to date to resolve the complaint?

Resolution Requested:

Complainant(s) Signature(s):

Date: _____

Date: _____

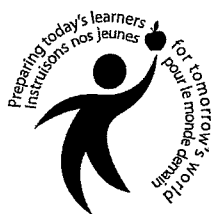
Superintendent or Designate's Signature (indicating receipt):

Date of Receipt: _____

The information contained in this form is of a highly confidential nature and will be protected as outlined in the District's procedures to address workplace bullying and harassment (including sexual harassment) incidents and complaints.

INSTRUCTIONS FOR HANDLING THIS FORM

Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL" and forward as outlined above for a Step 3 investigation.



POLICY

The Coach/Student-Athlete relationship is a privileged one. Coaches play a critical role in the personal and athletic development of their Student-Athletes. Therefore, Coaches are expected to model the fundamentally positive aspects of school sport.

RULES OF CONDUCT

Coaches, including community Coaches:

1. Shall recognize that school sport is an extension of the classroom, and shall conduct themselves accordingly when performing Coaching duties;
2. Shall observe the Competitive Rules and Regulations of BC School Sports, and those of their Local Athletic Association and applicable Sport Commission;
3. Shall observe the rules of the sport, the spirit of the rules of the sport, and shall encourage Student-Athletes to do the same;
4. Shall treat all participants fairly and equitably, by refraining from discriminating against any Student-Athlete with respect to race, colour, ancestry, place of origin, religion, family status, physical or mental disability, gender identification, sex or sexual orientation;
5. Shall respect the rulings of officials without gesture or argument, and shall require Student-Athletes to do the same;
6. Shall not use foul, profane, harassing or offensive language or gestures in the conduct of Coaching duties;
7. Shall not use physical force of any kind in the conduct of Coaching duties;
8. Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any Student-Athlete;
9. Shall abstain from the use of tobacco products and alcohol while in the presence of Student-Athletes, and shall discourage their use by Student-Athletes.

All complaints alleging a violation of the Conduct of Coaches Policy shall follow the process outlined in Board Policy 6240: Resolution of Complaints.

References:

BC School Sports Handbook – Coach's Code of Conduct

Board Policy 6240: Process for Resolution of Concerns

Administrative Procedures:

- i. Conduct of Coaches
- ii. Resolution of Complaints

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

CONDUCT OF COACHES

Page 1 of 1

RULES OF CONDUCT

Coaches, including community Coaches:

1. Shall recognize that school sport is an extension of the classroom, and shall conduct themselves accordingly when performing Coaching duties;
2. Shall observe the Competitive Rules and Regulations of BCSS, and those of their Local Athletic Association and applicable Sport Commission;
3. Shall observe the rules of the sport, the spirit of the rules of the sport, and shall encourage Student-Athletes to do the same;
4. Shall treat all participants fairly and equitably, by refraining from discriminating against any Student-Athlete with respect to race, colour, ancestry, place of origin, religion, family status, physical or mental disability, gender identification, sex or sexual orientation;
5. Shall respect the rulings of officials without gesture or argument, and shall require Student-Athletes to do the same;
6. Shall not use foul, profane, harassing or offensive language or gestures in the conduct of Coaching duties;
7. Shall not use physical force of any kind in the conduct of Coaching duties;
8. Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any Student Athlete;
9. Shall abstain from the use of tobacco products and alcohol while in the presence of Student-Athletes, and shall discourage their use by Student Athletes.

All complaints alleging a violation of the Conduct of Coaches Policy shall follow the process outlines in Policy 6240: Process for Resolution of Concerns.



COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

POLICY

The Board of Education of School District 69 encourages initiatives which support student learning and achievement by enriching the quality of co-operation between our schools and our community. Such initiatives are responsive to the Board of Education's legislated expanded mandate. [*School Act* s.(1),s. 81.1, s.86.]

The Board of Education ~~supports the appropriate involvement of~~ **believes that** parents **and community volunteers play a vital role (Policy 3006: Volunteers in Schools)** in the education of their children and in their school lives as the foundation of school/community co-operation.

The Board of Education values consultation with all partners in education and provides a variety of opportunities for sharing information as well as for receiving advice and recommendations from partner groups. (Policy 3003: Consultation with Education Partners)

The Board of Education recognizes that each of its principals and vice-principals is an integral member of the district's leadership team and as such welcomes their participation. (Policy 3020: Participation of Principals and Vice-Principals in the Management of the School District)

The Board of Education values the points of view and involvement of parent organizations and believes the District Parent Advisory Council contributes by promoting open communication and cooperation between parents, schools, the District and the Board. The Board of Education encourages all school-based Parent Advisory Councils to participate in the District Parent Advisory Council. (Board Policy 3010: PAC and 3015: DPAC.)

In addition, the Board of Education believes that strong, organized collaboration with other ministries, community agencies, service providers, and other appropriate community organizations across the district will ensure optimal support for students and their families and will, over the long term, enhance the opportunities for success enjoyed by our students.

Reference:

- *Administrative Procedures: Cooperation of School and Learning Communities*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 1 of 5

~~The Board is proud of the current record of School District 69 in establishing strong school/community relationships throughout our district. The *Building Learning Together Project* and *YouthLINK* are examples among the many unique and innovative partnerships which support children, students and families in this district.~~

The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

1. The Board's Policy **Advisory** Committee will include representatives from the partner groups who will provide advice on the development of draft policies, or the revision of current policies, which will then be taken to the full board at a regular meeting for approval.
2. Throughout the process of development of the annual school district operating budget, public and partner involvement will be encouraged prior to approval by the Board.
3. Regular reports to partners and the public on the status of the current year's operating budget will be provided at regular public board meetings on a schedule determined by the Board.
4. Presentations, reports and recommendations from partners, committees and others on matters of interest and concern to the Board will be received at public Board Meetings.
5. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.
6. It shall be recognized that all final decisions rest with the Board.

Cooperation:

(From 3003: 'Consultation with Education Partners')

7. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
8. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
9. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
10. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

07:11:27

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 2 of 5

Volunteers in Schools:

(From 3006-Volunteers in Schools)

The Board of Education expects its schools to be safe, secure environments for students. Therefore, the use of volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

11. Role of Volunteers

A volunteer:

- a. May provide services at or for a school, provided it does not result in the displacement of an employee, subject to these regulations and to the *School Act* and Regulations.
- b. Can complement the skills and expertise of staff so as to enrich learning experiences for students.
- c. Will perform tasks only under the supervision and/or guidance of employees.
- d. Must not be assigned tasks that would violate the privacy of students or their families, and will not be provided access to student records.

12. Recruitment, Selection and Training of Volunteers

Recruitment, selection, assignment and training of volunteers are done at the school level. The Principal or Principal's designate shall be responsible for:

- a. Screening and selection of volunteers.
- b. Ensuring that all volunteers having unsupervised access to children authorize the local RCMP office to conduct a criminal record check. The result of this criminal record check must be satisfactory to the Board.
- c. Orientation and training of volunteers.
- d. Decisions regarding the continuation or discontinuation of a volunteer's services or a volunteer-based program (it must be recognized that some applicants may not be suitable for volunteer work in a school setting).
- e. Overall supervision of volunteers.

13. Assistance for Volunteers

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:
 - i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
 - ii. Processes of signing in by volunteers.
 - iii. Staff responsibilities with respect to volunteers.
 - iv. Review of school confidentiality requirements for volunteers.
 - v. Emergency procedures, including emergency evacuation, accident procedures.
- School Code of Conduct.
- vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern,

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 3 of 5

and providing that permission has been given for the release of the information.

- b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct
- c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
- d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow the ~~Board Bylaw 15: Appeals~~ **Board Policy 6240: Resolution of Complaints**

14. Conduct of Volunteers

Volunteers are required to:

- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
- b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
- c. Comply with the requirements of Board Policy No. 4085 - *Smoke Free Environment*, when volunteering with students.
- d. Comply with the requirements of Board Policy No. 5020 - *Co-curricular or Extra-curricular Activities*.
- e. Keep confidential, information received or personal observations regarding students and staff obtained while working as a volunteer.
- f. Direct questions and concerns either to the employee with whom the volunteer is working or to the principal.

Parent Advisory Councils:

(From 3010: Parent Advisory Councils)

15. ~~Only one Parent Advisory Council per school will be recognized. The French Immersion Parent Advisory Council and the Woodwinds Alternate Society will be recognized as individual councils working in consultation with the school where the majority of the students represented attend.~~
16. Each Parent Advisory Council shall apply to the Board for recognition.
17. Each Parent Advisory Council shall work in consultation with the ~~Administrative Officer~~ **Principal** of that school.
18. The Board shall receive a copy of each Parent Advisory Council's constitution and bylaws.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 4 of 5

19. Parent Advisory Councils to follow School District Incident and Claim reporting procedures.

District Parent Advisory Council

From 3015: District Parent Advisory Council

20. The District Parent Advisory Council is established by the Board and functions as outlined in the *School Act* Sec 8.4 and 8.5.
21. The District Parent Advisory Council shall function under its required set of bylaws which are to be filed with the Board; and shall, in its operation, be subject to the *School Act* and Policies of the Board.
22. Each school Parent Advisory Council may elect annually one of its representatives on the District Parent Advisory Council for a term of not more than one year.
23. The District Parent Advisory Council will convene monthly, with the Superintendent of Schools or designate, on dates that do not conflict with Board meetings. The Superintendent or designate or Trustee of the School District may attend in a non-voting capacity.
24. The District Parent Advisory Council shall work in consultation with the Superintendent of Schools or designate and will have access to information regarding District and school programs, policies, procedures and operations.
25. The Superintendent of Schools will assist the District Parent Advisory Council by providing meeting facilities and facilitating the use of district communication systems.
26. The Board will provide an opportunity on the Regular Board Meeting Agenda for the District Parent Advisory Council Chairperson or designate to report to the Board.
27. The District Parent Advisory Council may:
 - Advise the Board on any matter relating to education in the school district.
 - Provide a communication link between the Board, parents and the community.
 - Serve as an advocate for parents and students.
 - Identify and bring to the attention of the Board issues and concerns affecting students, parents and schools in the district, with the exception of personnel matters and personal and confidential information about students, parents teachers and other employees or members of the school community.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Page 5 of 5

(From 3050: School/Community Cooperation)

~~28.~~ The Board is proud of the current record of School District 69 in establishing strong school/ community relationships throughout our district. The *Building Learning Together Project* and *YouthLINK* are examples among the many unique and innovative partnerships which support children, students and families in this district.

2928. The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

- a. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
- b. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
- c. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
- d. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

Reference:

Board Policy 3050: Cooperation of School and Learning Communities

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 1

**POLICY**

The Board of Education believes that one of its most significant responsibilities is to provide school facilities throughout the Qualicum School District that will best meet the needs of all students. As a matter of general principle, the Board believes that students should have the opportunity to attend a school as close to their homes as possible. The Board of Education also recognizes that the number, location and configuration of these schools must be considered in the broad context of educational programming needs of students and Board responsibility for stewardship of available resources.

The Board of Education recognizes that fluctuating student enrollment patterns may necessitate the closure, consolidation, or reconfiguration of district schools. Such a decision may be considered when an analysis indicates that school closure, consolidation, or reconfiguration is warranted from an educational, demographic or fiscal perspective.

The intent of any proposed closure, consolidation, or reconfiguration of district schools is to ensure that these facilities are used as effectively as possible in order that educational resources are focused on programs and services that support student learning.

The Board is keenly aware that schools and their students are an integral part of the community and that any potential closure, consolidation, or reconfiguration of schools is likely to be a matter of considerable public concern. In recognition of this fact, the Board will engage in consultation with its partner groups and the broader community as soon as a school is considered for closure, consolidation or reconfiguration.

Definitions:

Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- *School Act* (Sections 22, 65, 73, 85, 100)
- *School Opening and Closure Ministerial Order* (M194/08)
- *Administrative Procedures: School Closure, Consolidation or Reconfiguration*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

1. If a review of district educational programming needs, enrollment projections, or budgetary considerations warrants consideration of school closure, consolidation, or reconfiguration, the Superintendent shall present to the Board an analysis of the issues including:
 - Enrollment projections for the district and individual schools for a planning horizon of not less than ten (10) years along with a retrospective enrollment analysis of not less than ten (10) years.
 - Educational program impacts (diversity, access, resources) of declining or shifting enrollment.
 - Capacity analysis of schools.
 - Current and projected school utilization rates.
 - School condition analysis with any costing for significant anticipated capital expenditures.
 - Budgetary and funding formula implications of declining or shifting enrollment.
 - A summary of the results of any collaborative community processes undertaken in the review phase.
 - Any recommendations for school closure, consolidation, or reconfiguration.
 - Analysis of all reasonable options to reduce expenses or increase revenues.
2. The Board will consider the analysis and recommendations of the Superintendent. The options available to the Board at this point would be:
 - Conclude that no action or further study is required.
 - Seek additional information to inform its decision-making.
 - State its intent to consider a motion which would result in school closure, consolidation or reconfiguration and begin the required formal process of public consultation as required by Ministerial Order 194/08.
3. If the Board intends to consider a motion which results in school closure, consolidation, or reconfiguration, the Board will give notice of its intent to do so at a public Board meeting.
4. Before any decision is made, the Board will make clear its proposed plans regarding closure, consolidation, or reconfiguration of schools and initiate a comprehensive public consultation process of no less than ninety (90) days in accordance with the School Act and Ministerial Orders.

This Required formal public consultation process will include, but is not limited to:

- Public information meetings.
- Meetings with Parent Advisory Councils at the school and district levels.
- Meetings with community representatives.
- Opportunities for interested community members or groups to provide written submissions.
- Public Forums.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 2 of 2

The Board will use local media and the district website to advertise the purposes, dates and venues of the public information meetings and public forums in a timely manner which allows individuals or community groups the opportunity to participate.

The Board will maintain a written summary of the key points raised at each meeting in the required public consultation process.

5. The Board will also carry out a concurrent consultation process with its partner groups including staff at any affected schools.
6. The Board will give due consideration to all input prior to making a final decision with respect to any school closure, consolidation, or reconfiguration.
7. This Policy will comply with Ministerial Order 194/08.
8. The final decision to close, consolidate, or reconfigure a school will be made by the adoption of a bylaw at a Public Board Meeting.

Following a Board decision to permanently close a school under the provisions of this policy, the Secretary-Treasurer will promptly notify the Minister of Education identifying the school name and address, facility number, and date of closure.

Definitions:

Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- *School Act* (Sections 22, 65, 73, 85, 100)
- *School Opening and Closure Ministerial Order (M194/08)*
- *Board Policy 3040: School Closure, Consolidation or Reconfiguration*