



SCHOOL DISTRICT No. 69 (QUALICUM)

## **REGULAR BOARD MEETING AGENDA**

TUESDAY, NOVEMBER 24, 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: October 27, 2015  | p 1-10  |
| b. | Ratification of In Camera Board Meeting Minutes: October 20, 2015  | p 11    |
| c. | Ratification of Voucher No. 15-10 in the amount of \$2,213,113.95  | p 12    |
| d. | Approval in Principle for a Ballenas Secondary School Band Student Field Trip to Alberta May 13-18, 2015 | p 13-17 |
| e. | Ministry News Releases   |         |
|    | • More school districts coming online to MyEducation BC  | p 18    |
|    | • Education minister agrees with all recommendations in OAG report                                       | p 19-20 |
|    | • BC Lions youth summit kick-starts kids careers   | p 21-22 |
|    | • Crime prevention starts at school and at home  | p 23-24 |
|    | • BC invests today to make sure schools last well past tomorrow  | p 25-27 |
| f. | Reports from Board Representatives to Outside Organizations  |         |
|    | • BCSTA Provincial Council ( <i>Trustee Flynn</i> )  | p 28    |
|    | • District French Advisory Committee ( <i>Trustee Flynn</i> )  | p 29    |
|    | • Oceanside Building Learning Together Society ( <i>Trustee Young</i> )                                  | p 30-31 |
| g. | Status of Action Items   | p 32    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 24, 2015, as presented (*or...as amended*).

5. **DELEGATIONS/PRESENTATIONS (10 MINUTES)**

6. **BUSINESS ARISING FROM THE MINUTES**

- 
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**
13. **INFORMATION ITEMS**
- a. **Educational Programs Update** (Gillian Wilson)
- b. **Education Planning Update** (Rollie Koop)
- c. **Class Size Report –October 15, 2015** (Rollie Koop) p 33
14. **CORRESPONDENCE ATTACHED**
- a. **Letter to Minister of Education** (Trustee Young) p 34-35
15. **POLICY** (Rollie Koop)
- a. **Board Policy 3001: Living Wage (NEW)** p 36-38  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) give second 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 November 24, 2015.
- b. **Board Policy 6190: Workplace Bullying and Harassment** p 39-53  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) give second 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 November 24, 2015.
- c. **Board Policy 5015: Conduct of Coaches (NEW)** p 54-55  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) give second 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 November 24, 2015.

**d. Board Policy 3050: Cooperation of School and Learning Communities** p 56-61

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) give second 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 November 24, 2015.

**16. TRUSTEE ITEMS****a. Motion to Vancouver Island School Trustees Association** (Trustee Kurland)  
**re: the Contract between the Ministry and Fujitsu (MyEducation BC)**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the submission of the following motion to the Vancouver Island School Trustees Association's (VISTA) meeting on November 28, 2015:

*THAT the Vancouver Island School Trustees Association's (VISTA) request that the Board of Directors of the BC School Trustees' Association (BCSTA) urge the Ministry of Education to seek a resolution with compensation from Fujitsu (MyEducation BC), for failing to meet the performance requirements of its contract with the Ministry and that such compensation should address unanticipated costs associated with the system performance issues.*

**b. Christmas Oranges** (Chair Flynn)

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the purchase and delivery by Trustees of 'Christmas oranges' to staff at all District work sites.

**17. NEW OR UNFINISHED BUSINESS****18. PUBLIC QUESTION PERIOD****19. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, OCTOBER 27, 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 7:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

**3. ADOPTION OF THE AGENDA**

**15-68R**

*Moved* Trustee Austin *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 September 22, 2015.
- b. **THAT** the Board of Education of School District 69 (Qualicum) adopt the minutes of the Special Board Meeting held on September 15, 2015.
- c. **THAT** the Board of Education of School District 69 (Qualicum) ratify Voucher No. 15-09 in the amount of \$1,476,778.22 for the month of September 2015.
- d. **THAT** the Board of Education of School District 69 (Qualicum) give approval in principle for a Kwalikum Secondary School Band field trip to New Orleans from May 18-22, 2016.
- e. Ministry News Releases
  - Roundtable on access to skilled labour for the international education sector
  - New online resources help families, communities address poverty
  - Province and teachers partner on new curriculum training for educators
  - Partnership supports Aboriginal student success at Province's 100<sup>th</sup> signing
  - Thirty-one days of reading – October is Library Month in BC
  - Students to benefit from 17 Innovation Partnership projects in BC schools
  - BC gaming grants help support quality education
- f. Reports from Board Representatives to Outside Organizations
  - Building Learning Together Coalition – Trustee Young
  - District 69 Recreation Commission – Trustee Austin

**15-69R**

*Moved* Trustee Austin      *Seconded* Trustee Kurland

**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.  
CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS (10 MINUTES)**

- a. **Educating New Ideas toward Youth (E.N.I.T.Y.)**  
Ms. Charmaine McMullen and Mr. David Osborn, Counsellor, provided the Board with the history of the E.N.I.T.Y. program, a collaborative project between the Island Health and the School District which began in 2000. They provided information on the goals of E.N.I.T.Y. and the types of peer education programs it offers Grade 5 – 12 students to promote healthy lifestyle choices and to develop and support the skills required to meet life's challenges. It also educates and trains students from grades 9-12 to be peer educators who can then community messages on health issues to younger students as well as their own peer groups.

The Board was then provided with a proposed schedule of topics to be presented in the classroom for Grades 5-9 and an information evening for parents has been suggest to be held in the spring of 2016 to showcase the work of the E.N.I.T.Y. program and the information being shared with students.

- b. **International Student Program – Guidelines and Direction**  
Ross Pepper, District Principal of the International Student Program, and Bob Bate, District Principal of K-12 Programs, provided the Board with an overview of the International Student Program, from how staff promote the District and recruit students to benefits that the program provides to both international and local

students. It was noted that staff are considering ways in which local students can connect in more meaningful ways with international students.

They also identified some of the current issues/challenges faced by the program noting that the program is at a critical phase of growth and homestays are close to capacity in Qualicum Beach. Competition for students has increased substantially from other districts (provincially and nationally).

Mr. Pepper and Mr. Bate then outlined some of their ideas for future directions for the program and requested that the Board assist them in creating that vision and providing direction/assistance on the expansion of short-term and summer programs, increasing elementary students, and consideration of dorms while still maintaining inclusiveness and the diversity of the program. There has also been some interest in creating an offshore profile, which is a very complex process, or alternately, creating a language centre that includes a cultural element to help prepare students for study abroad.

## 6. **BUSINESS ARISING FROM THE MINUTES**

### a. **2015/16 Board Committee and Representative Appointments**

Chair Flynn referred to the updated list of trustee representation on district and external committees, noting that the only change was to the Building Learning Together Steering Committee with Trustee Young being the main representative and Trustee Flynn being the alternate.

## 7. **TRUSTEE HIGHLIGHTS**

### **Trustee Young**

- Commended the International Student Program staff for running an excellent ethical program with integrity.
- Modelled a t-shirt she received while attending a ceremony at Qualicum Commons to acknowledge the agreement between the Qualicum Beach Rotary (Sunrise) and the School District for the Interact Program. *"Interact gives students ages 12-18 the chance to make a real difference while having fun. Every Interact club carries out two service projects a year: one that helps their school or community and one that promotes international understanding."*
- Acknowledged Springwood Elementary School PAC for the creation of their PAC brochure and for organizing an exceptional fall carnival. While the event did not raise many funds, it achieved the main goal of creating a sense of community.

### **Trustee Austin**

- Acknowledged Denise Spencer Dahl and her Grade 4/5 class at Errington Elementary School who invited Trustee Austin on a fun and informative walk of the nature trail behind the school. The trail includes signage with information about the tree and plant life found along the way and forts built from found material.

### **Trustee Gair**

- Attended the Qualicum Beach Elementary School Leadership Class where he spoke to students about politics both provincially, federally and within the school district.

- Kwalikum Secondary school held an all candidates meeting where students asked candidates questions. His favourite question was when a student asked candidates who they would vote for if they could not vote for themselves.

#### **Trustee Flynn**

- Expressed appreciation for the work being done by Carrie Reid, First Nations Support Worker, who has been hosting sessions at the District Resource Centre for teachers to help them introduce the topic of residential school history to their students. Trustee Flynn attended a session for Grade 5 teachers and found that the conversation was passionate and heartfelt, containing local stories and resources which teachers could then share with students in the classroom.

#### **Trustee Kurland**

- Witnessed the signing of the District's *First Nations, Métis and Inuit Education Enhancement Agreement* on September 30<sup>th</sup> which coincided with Orange Shirt Day. He mentioned that he had the historical perspective of having taught Chief Michael Recalma of the Qualicum Nation, who was in attendance as a witness, and Chief Recalma's nephew, Jesse Recalma, who was the speaker for the signing ceremony. He is pleased to see how far education has come on the issue of residential schools over the past 40 years, although it was not quick enough. It was moving to see the awareness that we are experiencing as a culture of the people who share their territories with us.

### **8. MOUNT ARROWSMITH TEACHERS ASSOCIATION (MATA)**

Norberta Heinrichs, President, commended her colleagues across the district who organized the student vote and the candidates for attending and respecting the voice of younger citizens.

Teachers have settled back into classrooms with new ideas, perspectives and tools to incorporate in their classrooms after their attendance at recent professional development day activities, either within the district or to other sites on the island and on the mainland. Ms. Heinrichs noted that the costs of travelling to professional development opportunities has increased significantly while the funding provided to teachers to cover this cost has remained unchanged for over a decade. This places many teachers at a disadvantage when seeking ways to pursue their professional needs.

Ms. Heinrichs reported that teachers have noticed the hard work of technology services staff to address the technology issues at each school site. There is still work to be done and teachers requested that they be kept apprised of which issues have been resolved and what to expect in recurring or complex issues. In terms of MyEducation BC, tech staff are continuing their efforts to get the software to work. Teachers are helpless to use a system they are obligated to use and Ms. Heinrichs wondered whether it has been worth the \$95 million price tag.

MATA continues its discussions with senior administration as to the roll-out of the provincial curriculum implementation/service plan and reviewing the Collective Agreement to find a fit that will respect both the provincial framework and MATA's local language and needs. MATA is ready to continue discussions and to begin ratifying teacher representatives for the committee. Teachers in the District have participated in the initial planning of the curricula and will be working with a draft curriculum (some have already). Teachers will also continue to work on advocating for the resources to carry out the curriculum changes and address immediate needs.

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

No report

**10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**

Jalyn Sorg, Co-Chair, reported that all Parent Advisory Councils (PAC) are undertaking financial audits and DPAC is considering the creation of a sub-committee to review the DPAC/PAC's constitution and bylaws.

She further advised that a recommendation has been submitted to DPAC to be considered at its meeting scheduled for Wednesday, October 28<sup>th</sup>, to host a DPAC breakfast on Friday, December 4<sup>th</sup> at Tigh-Na-Mara from 9:00 to 11:30 a.m.

Ms. Sorg invited and encouraged all trustees, administrators, as well as teacher and support staff representatives to attend DPAC meetings, which are held at the Qualicum Commons at 7:00 p.m. on the fourth Wednesday of the month

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

None

**12. ACTION ITEMS****a. School Codes of Conduct****15-70R**

*Moved* Trustee Austin *Seconded* Trustee Gair

**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.

CARRIED UNANIMOUSLY

**b. Five-Year Capital Plan****15-71R**

*Moved* Trustee Young *Seconded* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2015-16 Five Year Capital Plan as presented.

CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS****a. Enrolment Update**

Superintendent Koop presented a synopsis of the October enrolment which included an overview of how the District is funded for the school year. He noted that there is an increase of 101 in terms of overall head count, 74 of those at the elementary level, due to an influx of families from the lower mainland and Alberta to the area. There is some decline in the Distributed Learning enrolment by approximately 20; however, in February and May the District could make up ground against its projection in that program.



**b. Educational Programs Update**

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

- Work continues to be undertaken by technology services staff to address challenges with MyEducation BC and Next Generation Software, staff P: drives, opening attachments, WIFI connections, entering and accessing data and increasing the speed of the network. All of the technology issues at the elementary schools will be addressed first after which the team of technology staff will focus on the secondary schools.

Senior staff and Board Chairs met with Ministry staff on October 21<sup>st</sup> where it was acknowledged that the MyEducation BC provider had not met expectations and the Ministry will be reviewing the contract with Fujitsu to determine where they can address performance expectations and apply the penalty and how district's might be compensated for the overtime and stress on staff.

It is expected that once the program is working and functioning properly, it will be a very useful product. Districts are encouraged to continue to communicate with the Ministry's help desk to let them know what is and what is not working.

- October 2 and 5<sup>th</sup> were school and district professional development days with multiple opportunities, both in and out of the District, for staff to learn.
- A presentation to education staff by Shelley Moore on the topic of inclusion was so well received that the District has booked Ms. Moore for 3 dinner meetings which will focus on Teaching and Empowering Students. The presentations will be held on December 7, 2015, February 9 and May 2, 2016 and are open to all School District 69 staff and trustees.
- On the evening of October 26<sup>th</sup> 80 attendees from island school districts attended a conversation about assessment and collaboration.
- Principals and Vice Principals attended a professional development retreat on October 16/17<sup>th</sup> with a presentation by Roland Case from the Critical Thinking Consortium.
- The Teaching & Learning support teachers have provided teachers with a book titled 'Creative Thinking Classrooms' which is a wonderful resource in discussions with teachers about what approaches to use in the classroom. The support teachers worked with curriculum resource teachers earlier in the day in terms of curriculum exploration and did some work via Skype with a Professor from University of Toronto's Department of Curriculum, Teaching and Learning.
- There have been some small glitches with the Sustainable Outdoor Learning and Exploration (SOLE) and Science, Technology, Robotics, Engineering and Math (STREAM) programs; however, with support from teachers and administrators at both sites, students are enjoying the program and engaged in their learning.
- The District is in collaboration with community partners to host a CALL Out! Community workshop on Monday, November 30, 2015. The workshop will provide attendees with information on how to create more inclusive and welcoming environments for Lesbian, Gay, Bi, Trans, Two-Spirit and Queer youth.

- Acknowledgement of everyone in the Operations & Maintenance department who have been busy addressing needs and providing support as identified by all the sites in the District.

**c. Education Planning Update**

Superintendent Koop reported that senior staff and Board Chairs had the opportunity to hear more about the framework process at a Ministry Liaison meeting held on October 21, where the conversation centered on learning being defined more broadly than through the 6-year completion rate and provincial exams. Superintendent Koop that the broader definition is reflected directly in the District's own commitment in its Strategic Plan to developing School Growth Plans on an annual basis as well as a District accountability plan. The District is still operating under the existing School Growth Plan and will transition to the new process during this school year.

Superintendent Koop noted that the Board and senior staff continue to review and work with the information provided through the ThoughtExchange community engagement at the school and district level.

Superintendent Koop stated that he and Assistant Superintendent Wilson are in the process of visiting each school and program site to meet with administrators to reflect on activities that have been identified in connection to the District's strategic directions, which will form the Action Framework for that plan this year. Once those conversations are completed, the Action Framework will be brought back to the Board. He noted that the conversations to date reflect the commitment of administrators to know every learner at their sites.

**d. Learning Improvement Funds 2015/16**

Assistant Superintendent Wilson reported that the Learning Improvement Funds (LIF) are allocated to two areas, Education Fund and Support Staff Fund. Further to discussions with administrators, who have undertaken class reviews, some staffing was released to ensure that people with the right skill sets are in place to support the classrooms. All sites have completed their fall consultation process.

The LIF has been allocated as follows:

- Teaching allocation has gone to additional counselling, learning support services and to teacher who are supporting learning in terms of reading and numeracy.
- Small balance carried forward which will be used to address needs as they surface in February.
- Support staff allocation has gone to meeting time for Education Assistants where they are part of the conversation with teachers regarding a student's Individual Education Plan or as a team to support learners in their schools
- Two district meetings are also held to support educational assistants with strategies to support their learners
- An additional 25 hour Child & Youth Care Worker supported by a support staff allocation at Errington and an overall increase of approximately 12 education assistant hours.

**14. CORRESPONDENCE ATTACHED**

**None**

**15. POLICY**

**a. Board Policy 3001: Living Wage (NEW)**

**15-72R**

*Moved* Trustee Flynn *Seconded* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt School District No. 69 (Qualicum) Board Policy 3001: *Living Wage* and its attendant Administrative Procedures, at its Regular Board Meeting of October 27, 2015.

CARRIED UNANIMOUSLY

**b. Board Policy 6190: Workplace Bullying and Harassment (including Sexual Harassment)**

**15-73R**

*Moved* Trustee Flynn *Seconded* Trustee Kurland

**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.

CARRIED UNANIMOUSLY

**c. Board Policy 5015: Conduct of Coaches (NEW)**

**15-74R**

*Moved* Trustee Flynn *Seconded* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt 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.

CARRIED UNANIMOUSLY

**d. Board Policy 3050: Cooperation of School and Learning Communities**

**15-75R**

*Moved* Trustee Flynn *Seconded* Trustee Gair

**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.

CARRIED UNANIMOUSLY

**e. Board Policy/Administrative Procedures**

**15-76R**

*Moved* Trustee Flynn *Seconded* Trustee Kurland

**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*
- CARRIED UNANIMOUSLY

**16. TRUSTEE ITEMS**

**a. Advocacy Letter**

Trustee Young stated that advocacy is an important role for everyone in public education, particularly considering that funding to private schools is increasing while funding to public schools is decreasing and suggested that the Board support the recommendations submitted to the Select Standing Committee on Finance and Government Services by the BC Teachers' Federation and the BC School Trustees Association.

Trustees concurred and deliberated as to what information and references should be included in the letter.

**15-77R**

*Moved* Trustee Young *Seconded* Trustee Gair

**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 [the BC Teachers' Federation and the BC School Trustees Association (BCSTA)]; and further,

**THAT** this letter may include any issues considered to be facing School District 69 (Qualicum) 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.

CARRIED UNANIMOUSLY

**b. MyEdBC**

Trustees and senior staff discussed the challenges being experienced with MyEducation BC software, from the impact on individuals to systemic impacts including added pressures on support staff as a result of additional time being needed to accomplish very basic tasks. They spoke of the need for Districts, and potentially individual teachers and clerical staff, to be compensated for the time and stress on the system, and to be provided with training for staff, at no cost to districts.

Senior staff and the Board Chair reported that the Ministry has acknowledged that the company did not provide the product it promised and understands that there has to be some compensation that comes to Districts in some form to

acknowledge the stress and time the system has borne. The penalty clause in the contract with Fujitsu is quite substantial and will be levied on a daily basis.

Staff are constantly communicating to the Ministry and the issues are not about training for teaching staff; the issues are that the program could not meet the demands on the system. The Ministry has not defended the action of the vendor and is being forceful about its dissatisfaction and the need for that company to compensate Districts which had clear performance provisions. Fujitsu has accepted accountability.

Trustees discussed how best to advocate for compensation to Districts and determined that a message would be conveyed to Trustees across the province at an upcoming Vancouver Island School Trustees Association (VISTA) meeting scheduled during the BCSTA Winter Academy. The message will be that Trustees should be using BCSTA as the voice of Boards of Education to ensure that the mental and physical health of their employees who have been put under so much stress is supported. The Ministry and Fujitsu must also be made aware of the negative effect on learners that the frustration with using MyEducation BC has caused.

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

None

**19. ADJOURNMENT**

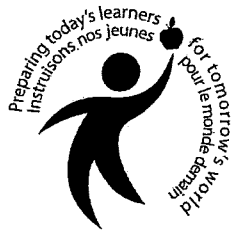
Trustee Austin moved to adjourn the meeting at 9:28 p.m.

---

CHAIRPERSON

---

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
October 20, 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)

The Board of Education discussed the following matters:

- Land
- Personnel
- Legal

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

- Personnel

---

Chairperson

---

Secretary Treasurer



**SCHOOL DISTRICT NO. 69 (QUALICUM)**

**Month of October 2015**

**Voucher No. 15-10**

**CHEQUE LISTING ATTACHED in the amount of \$2,213,113.95**

Submitted on November 24, 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

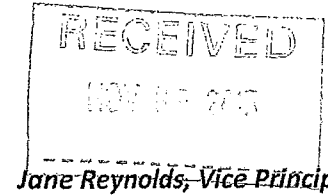


## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

*Rudy Terpstra, Principal*

*Kevin McKee, Vice Principal*



*Jane Reynolds, Vice Principal*

November 2, 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 Ballenas Secondary School Band Student Field Trip to Alberta on May 13-18, 2016. This trip has been planned by Mr. Rick Robson.

There will be 40 students travelling plus four chaperones (Mr. Robson and parents). Please see attached itinerary for details.

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

Respectfully submitted,

Rudy Terpstra, Principal  
Ecole Secondaire Ballenas Secondary School



ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL



Box 1570, 135 N. Pym  
Parksville, B.C.  
V9P 2H4

Telephone: (250) 248-5721  
Fax: (250) 954-1531

November 1, 2015

To District 69 School trustees;

The Ballenas Secondary Music Department is seeking **approval in principle** for our trip to **Alberta**. The travel dates are **May 13-18, 2016**— six days taking in the Pro-d day on Friday, May 13 to the following Wednesday, May 18. The trip will include all interested Band 8-12 and Choir 8-12 students.

Our Alberta trip has received support from parents and students, with 40+ students and 4 adults participating. Very briefly, the highlights include:

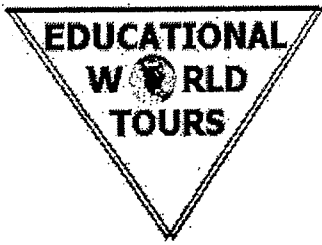
- A gentle river raft trip down the Bow River through the majestic Rocky Mountains near Banff
- Time at the Banff Springs Hotel pool
- Participation in the Alberta Band Association's *Festival of Bands* festival in Red Deer
- U of Calgary Concert Band and Choir clinics with School of Music faculty members
- admission to the Calgary Tower
- admission to the Royal Tyrell Dinosaur Museum in Drumheller
- Time at the West Edmonton Mall with entrance to the Water Park and Galaxyland
- a series of concerts throughout Alberta- including one at Crescent Valley Elementary School in Hinton, Alberta where I attended primary school! Yes, I am excited to have my students perform in my school and in my home town!
- Admission to the Jasper Skytram followed by shopping time in Jasper
- Full breakfasts are included every morning with four paid dinners.

We will provide participating students/families a series of fundraising opportunities to make the trip more affordable. The cost of the trip will be approximately \$850.00/student depending on the final number of participating students.

Thank you for your continued support of our Ballenas Music program initiatives.

Sincerely;

Rick Robson  
Ballenas Music



<b>SUGGESTED ITINERARY PREPARED FOR:</b>
<b>ECOLE BALLENAS SECONDARY</b>
<b>RED DEER FESTIVAL AND ALBERTA TOUR</b>
<b>MAY 13-18, 2016</b>

<p>Friday 13</p>	<p><b>PARKSVILLE/BANFF</b>          Private charter bus from school to the ferry terminal.          Ferry between Nanaimo and Horseshoe Bay for tour members, bus and driver. Ferry fare is included.          Drive from Horseshoe Bay to Banff (approx. 12 hours with stops for bathroom and meal breaks).          Lunch and dinner will be at your own arrangements.          Accom: Moderate hotel accommodation in Banff (1 night)          Your hotel has 2 outdoor hot tubs.</p>
<p>Saturday 14</p>	<p><b>BANFF/CALGARY</b>          Breakfast at your hotel.          Morning River Raft trip on the Bow River!          Entrance to the Banff Hot Springs.          There will be time to purchase lunch and enjoy Banff.          Drive from Banff to Calgary (approx. 1.5 hours).          Entrance to the Calgary Tower.          Dinner at a local restaurant.          Transfer to your hotel.          Accom: Moderate hotel in Calgary (Macleod Trail 5min drive from centre) south of central Calgary) 1 night          Your hotel has an indoor pool and hot tub.</p>
<p>Sunday 15</p>	<p><b>CALGARY/DRUMHELLER/SYLVAN LAKE</b>          Breakfast at your hotel.          Morning workshops with a University clinician – 1 for choir &amp; 1 for concert band.          Drive to Drumheller (approx. 1.5 hours).          Entrance to the Royal Tyrrell Museum in the afternoon.          Drive from Drumheller to Sylvan Lake (approx. 2.5 hours).          Dinner at a local restaurant.          Accom: Moderate hotel accommodation in Sylvan Lake (1 night)          Your hotel has an indoor pool and hot tub.</p>

SUGGESTED ITINERARY PREPARED FOR: ECOLE BALLENAS SECONDARY  
RED DEER FESTIVAL AND ALBERTA TOUR (Continued)

MAY 2016

<p>Monday 16</p>	<p>CALGARY/RED DEER/EDMONTON Breakfast at your hotel. Morning concert at school in Sylvan Lake. Maybe walk at lakefront park for 20 minutes if times allows. Morning drive from Sylvan Lake to Red Deer. Purchase lunch at Bower Place Mall in Red Deer. Afternoon performance at the ABA Festival of Bands at Red Deer College for the Ballenas Concert Band in afternoon. Drive from Red Deer to Edmonton. Evening Choice Pass at West Edmonton Mall – choose between the WaterPark and Galaxyland. Both close at 7.00pm. Shops close at 9.00pm. Transfer from the Mall to your hotel by school bus. Dinner at a restaurant in West Edmonton Mall. Accom: Moderate hotel near West Edmonton Mall (1 night)</p>
<p>Tuesday 17</p>	<p>EDMONTON/JASPER Breakfast at your hotel. Drive to Hinton (approx. 3 hours). Performance at Crescent Valley Elementary School in Hinton. Continue to Jasper (approx. 1 hour). Afternoon ride on the Jasper Tramway. Enjoy some shopping time in Jasper on foot. Dinner at a local restaurant. Accom: Moderate hotel accommodation in Jasper (1 night). Your hotel has outdoor hot tubs (no pool).</p>
<p>Wednesday 18</p>	<p>JASPER/PARKSVILLE Breakfast at your hotel. Drive from Jasper to Horseshoe Bay Ferry Terminal with stops for bathroom and meal breaks. (approx. 10.5 hours including meal and bathroom breaks). A stop will be made at highest peak in the Canadian Rockies- Mt. Robson! (I think that's a good idea!) Ferry between Horseshoe Bay and Nanaimo for tour members, bus and driver. Ferry fare is included.</p>



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

RECEIVED

POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL BALLENAS DATE [of application] Nov 2/2015

DESCRIPTION OF PROPOSED ACTIVITY MUSIC TRIP TO ALBERTA

DATE[S] OF PROPOSED ACTIVITY MAY 13-18, 2016

PURPOSE OF PROPOSED ACTIVITY To provide students, band festival in Red Deer, concert series, travel opportunity and fun Alberta experiences

TEACHER[S] Rick Robson

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED 0

OTHER ADULTS 3 Parent chaperones TBA

GRADE[S] GRADE 8-12

SUPERVISION: No. of Students: 40; No. of Teachers: 1; No. of Parents: 3

TRANSPORTATION Hwy coach

TRAVEL ITINERARY: [Include departure and return times; for extended trips, please attach details of each stop.] SEE ATTACHED

PROJECTED COST \$34,000 [attach statement of details] DIRECT COST PER STUDENT \$850.00

SOURCE[S] OF FUNDING FUNDRAISING / FAMILIES

ACCOMMODATION/MEALS [type of] HOTEL

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

- 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: [Signature] DATE: Nov. 2/15

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



---

## INFORMATION BULLETIN

For Immediate Release  
2015EDUC0072-001814  
Oct. 30, 2015

Ministry of Education

### **More school districts coming online to MyEducation BC**

VANCOUVER – More than 73,000 students will be added to the MyEducation BC system later this week as schools from the Vancouver, West Vancouver, Surrey, Mission, and Langley school districts move onto the service.

In order to ensure a smooth transition of data, teachers and administrators will be unable to add new information to MyEducation BC from 5 p.m. Nov. 6 until 7 a.m. Nov. 12. These dates were confirmed earlier this fall after consultation with school districts and are a planned part of bringing all school districts on to the system.

Teachers and administrators will still be able to view student information they may require but will be unable to add or change records during the transition. The Ministry has been working with districts to ensure they can work around the scheduled transition time.

This planned system update is not performance related. Since hardware upgrades were completed after technical issues early in the school year, MyEducation BC has been performing well.

#### **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](http://www.gov.bc.ca/connect)



---

## NEWS RELEASE

For Immediate Release  
2015EDUC0073-001854  
Nov. 5, 2015

Ministry of Education

### **Education minister agrees with all recommendations in OAG report**

VICTORIA – The Ministry of Education is committed to do more to “close the gaps” in education outcomes between Aboriginal and non-aboriginal students – a key recommendation in today’s Auditor General’s audit of the education of Aboriginal Students in British Columbia.

Education Minister Mike Bernier said government accepts each of the 11 recommendations in the report and agrees with the need to continue improving Aboriginal outcomes in B.C.’s education system.

Bernier said the province will continue working with partners across the education sector – including the Ministry of Education and the First Nations Education Steering Committee (FNESC) – to make sure Aboriginal students have the same outcomes as the rest of the population.

Steps already taken include:

- A recently signed protocol agreement between the Ministry of Education and FNESC to help guide further collaboration that will benefit B.C.’s Aboriginal students.
- Aboriginal components in every grade and every subject of B.C.’s new curriculum, and a direct addressing of the history and legacy of residential schools.
- Dedication of this year’s government-directed teachers professional development day on improving Aboriginal student learning – the first time Aboriginal education is to be the sole area of focus for professional development across the province.
- Continuing to promote Aboriginal Education Enhancement Agreements between school districts and local First Nations to bring Aboriginal culture, perspectives and traditions into the classroom for the benefit of Aboriginal and non-aboriginal students alike. (56 districts have signed agreements.)

B.C. has made significant progress over the past 15 years with Aboriginal graduation rates rising from 39% in 2000 to up to 62% in 2014. As well, more Aboriginal students are staying in school, performing better on provincial exams, graduating, and transitioning to postsecondary institutions or training programs each and every year.

#### **Quotes:**

#### **Mike Bernier, Minister of Education –**

“We accept all of the report’s recommendations and our need to keep improving Aboriginal education outcomes in B.C. We have a responsibility to Aboriginal students, to their parents, and to all communities to build on how far we have come. We are going to keep working together with our partners so one day soon there are no achievement gaps between Aboriginal

students and all other students.”

**Tyrone McNeil, FNESC President –**

“Education is a shared responsibility and the province has a formal commitment to work with FNESC to improve education outcomes for First Nations learners in B.C. We look forward to continuing our positive working relationship with a focus on advancing the recommendations of the Auditor General and the priorities of First Nations Leadership.”

**Quick Facts:**

- This school year there are approximately 66,600 Aboriginal students in both public and independent schools, or about 10.5% of the total student population in B.C.
- Through the ongoing provincial curriculum revision, Aboriginal culture and perspectives have been integrated throughout the grade levels and the history and ongoing legacy of the residential school system will be further enhanced.
- The ministry has developed a teacher resource that helps educators integrate Aboriginal content into the curriculum.

**Learn More:**

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

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

**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](http://www.gov.bc.ca/connect)



---

## NEWS RELEASE

For Immediate Release  
2015EDUC0074-001863  
Nov. 6, 2015

Ministry of Education  
BC Lions Football Club  
Pacific NorthWest LNG

### **BC Lions youth summit kick-starts kids careers**

VANCOUVER – More than 100 middle-school students from all parts of the province will get the chance to connect this weekend with information about the in-demand jobs of tomorrow at the second annual BC Lions Skills for Life Summit.

Students will have the chance to take part in leadership and team building workshops with BC Lions players. Topics for those workshops include:

- The importance of making positive choices.
- Choosing alternatives to gang involvement.
- Be More Than a Bystander.
- Erase Bullying.
- Understanding the impact of violence against women.

Students in grades 7 to 9 from school districts throughout the province will attend the summit and have the chance to tour WorkBC's Find Your Fit skills station. They can visit interactive trades stations to try hands-on learning in careers such as welder, heavy equipment operator, nurse and construction inspector. The students can visit a kiosk that teaches students how to read blueprints.

The summit is sponsored by the Government of British Columbia, the BC Lions and Pacific NorthWest LNG and is being held at the Creekside Community Centre on Sunday, Nov. 8. All students will attend the BC Lions football game on Saturday, Nov. 7.

By 2024, B.C.'s economy will require skilled workers to fill up to one million job openings, approximately 42% of these openings will require college education or apprenticeship training. The B.C.'s Skills for Jobs Blueprint is the action plan to meet this demand, and is already changing how people think about skills training. Partnerships like the BC Lions Skills for Life Summit are a big part of this change.

#### **Quotes:**

##### **Mike Bernier, Minister of Education –**

“This summit provides students with a unique opportunity to try their hand at highly skilled careers like nursing and welding. Government is proud to support such an important program that will help our students learn the skills they need for the jobs of tomorrow.”

##### **Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour –**



“The BC Lions Youth Summit is a fantastic opportunity for young people in our province to come together and discuss the importance of making positive life choices. Students at the summit will have the chance to explore the Find Your Fit activation and consider how the skilled trades can be a viable choice for their future careers.”

**Tessa Gill, head of corporate and stakeholder relations, Pacific NorthWest LNG –**

“Pacific NorthWest LNG is proud to sponsor the BC Lions Skills for Life Summit. Youth from around the province will have an exciting opportunity to learn about skilled trades and participate in educational workshops that will help them make informed decisions as they prepare for their future careers.”

**Dennis Skulsky, CEO and president, BC Lions Football Club –**

“The future success of our province will be equal to our investment in our most precious resource: our youth. The BC Lions are honoured to take a lead role in the Skills For Life Summit and contribute to an innovative, progressive and safe British Columbia of tomorrow.”

**Learn More:**

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

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

BC Lions: <http://www.bclions.com>

Pacific NorthWest LNG: <http://www.pacificnorthwestlng.com/>

Find Your Fit: <https://www.findyourfittour.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](http://www.gov.bc.ca/connect)



---

## NEWS RELEASE

For Immediate Release  
2015JAG0274-001881  
Nov. 10, 2015

Ministry of Justice

### **Crime prevention starts at school and at home**

VICTORIA – The Combined Forces Special Enforcement Unit’s (CFSEU) End Gang Life program can now give more B.C. students, parents, and teachers a live, first-hand account of the perils of gang life.

With the ongoing gun violence occurring in communities throughout the province, and specifically in the Lower Mainland, the B.C. government has committed \$10,000 to help as many schools, students, and families as possible put an end to gang life. This investment will fund at least 35 more presentations for about 5,000 more students, parents, and teachers at schools and communities throughout the province, including those in the Okanagan, Chilliwack, Kelowna, Surrey, Richmond, Port Moody, Coquitlam, Langley and on Vancouver Island.

The End Gang Life program is an in-school gang prevention, education, and youth engagement presentation. Led by ex-gangster Jordan Buna, and supported by educational videos, the presentation contrasts the myths and the realities of entering gang life. It shows people how and why to avoid this dangerous lifestyle, how to recognize when someone is going down this path, and the strategies to deal with the pressures of gang life in communities.

Mr. Buna turned his life around since serving a prison term for being involved in gang activity. He now chooses to communicate his harrowing personal experiences with gangs to communities throughout B.C. to help young people and families avoid the mistakes he made.

For the first time, the End Gang Life presentation has also now been translated to Punjabi in an effort to provide information and resources to more British Columbians who may fear one of their loved ones could be lured into gang life.

#### **Quotes:**

##### **Minister of Justice Suzanne Anton –**

“Gangs recruit new members when they are young and searching for a place to belong. This program applies the same strategy – we are recruiting youth to stay out of gangs and help keep their friends out of gangs. There have been too many young lives lost to senseless gang violence in B.C. End Gang Life’s ability to empower young people to make good choices to protect themselves and their families is of an immeasurable value to the communities of British Columbia.”

##### **CFSEU-BC staff sergeant Lindsey Houghton –**

“We’ve found that the on-the-ground, personal approach to speaking to students, teachers, and parents is effective in creating dialogue. Demystifying the seemingly alluring tactics of gang

recruiters is key in helping youth and young adults make better choices. The more that parents understand the potential dangers of gang life and are able to identify signs that their kids might need help, the safer our communities will be for everyone.”

**Former gang member and End Gang Life spokesperson Jordan Buna –**

“Gang life seemed like such an easy way to make lots of money and have everything I wanted. Instead it robbed me of so many opportunities and exposed me to horrifying scenes that I will never forget. If this new funding allows us to reach just one more student who feels alone and vulnerable and remind them that there are much better options out there, it will make a huge difference. Even though I was lucky and got out, being part of a gang was a death sentence for most of the people I knew. That is the reality of gang life.”

**Quick Facts:**

- End Gang Life is a recipient of this \$10,000 grant from B.C.’s Civil Forfeiture Office (CFO). The CFO awards grants to organizations and projects that focus on Violence Free B.C. initiatives, youth crime prevention, and restorative justice. Applications for the 2015-16 grants are now open.
- By entering 25 schools in a dozen communities throughout the province since 2014, End Gang Life has now reached over 10,000 students, many of whom have let Mr. Buna know that his story has changed their perspectives on the truth about gang life.
- CFSEU-BC is the largest integrated joint forces police unit in Canada, and it draws and develops highly-specialized officers from federal, provincial and municipal agencies throughout the province.
- CFSEU-BC targets, investigates, prosecutes, disrupts, and dismantles the organized crime groups and individuals that pose the highest risk to public safety due to gang violence.
- Premier Christy Clark has recently committed \$5 million to target gangs over the next two years with a focus on community initiatives, targeting prolific, violent and gang-affiliated offenders, keeping young people out of gangs, promoting gang exit programs, and strengthening safety for First Nations communities and vulnerable women.

**Learn More:**

CFSEU-BC is the province’s anti-gang agency. It is an integrated joint forces operation that develops and draws highly-specialized officers from federal, provincial and municipal agencies: <http://www.cfseu.bc.ca/wp/end-gang-life/>

B.C.’s Civil Forfeiture program benefits victims of crime, helps keep our communities safe and contributes to a violence-free B.C. Grant applications for 2015-16 are now open: <http://www.pssg.gov.bc.ca/crimeprevention/grants/>

**Media Contact:**

Government Communications and Public  
Engagement  
Ministry of Justice  
250 213-3602



---

## NEWS RELEASE

For Immediate Release  
2015EDUC0075-001895  
Nov. 12, 2015

Ministry of Education

### **B.C. invests today to make sure schools last well past tomorrow**

VICTORIA – Schools throughout the province are going to get revamped, updated and upgraded thanks to more than \$35 million in provincial funding, Education Minister Mike Bernier announced today.

Students, teachers and staff at schools throughout the province will benefit from a variety of improvements under the Province's Routine Capital Program. Announced in August as a \$20-million program, it was expanded with an extra \$15.3 million after districts brought forward a large number of projects where the life of the school could be extended.

In total, 109 projects are being funded under the expanded Routine Capital Program. Projects were chosen based on need, priority and supporting student learning.

Examples of the types of projects include:

- Upgrading heating and ventilation to boost student comfort and improve energy efficiency and air quality.
- Repairing or replacing roofs to extend the life of the school.
- Upgrading windows, lighting and electrical systems to reduce energy consumption and operating costs.
- Improving water quality, fire protection systems and washrooms to provide a safer learning environment.

A full list of approved projects can be found in the below backgrounder. A detailed list of the project details is online at: <http://ow.ly/UAb5L>

#### **Quotes:**

#### **Mike Bernier, Minister of Education –**

“This program is all about making sure children have safe, healthy and modern places to learn. We are investing today and expanding this program to fix, repair and upgrade as many schools as possible.”

#### **Quick Facts:**

- Since 2002, the ministry has invested \$4.2 billion in new and improved schools, including \$2.2 billion in seismic upgrades.
- Since 2002, B.C. has opened 112 new schools, increased classroom space at 186 schools and seismically upgraded 146 schools.

#### **Learn More:**

Capital Planning, Ministry of Education:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning>

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

A backgrounder follows.

**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](http://www.gov.bc.ca/connect)

with new high efficiency boilers pumps, valves, direct digital control panel and hot water heater.

#### **SD67 - Okanagan-Skaha**

- Princess Margaret Secondary School (Penticton) - \$190,600 to replace dust collector
- Summerland Middle School (Summerland) - \$219,300 install larger saw dust collection system for wood working shop

#### **SD68 - Nanaimo-Ladysmith**

- Georgia Avenue Elementary School (Nanaimo) - \$360,000 for boiler upgrade
- Quarterway Elementary School (Nanaimo) - \$302,500 for boiler upgrade

#### **SD69 - Qualicum**

- Nanoose Elementary School (Nanoose) - \$89,000 Phase 1: for boiler replacement
- Bowser Elementary School (Bowser) - \$220,000 Phase 1: for boiler replacement

#### **SD71 - Comox Valley**

- Lake Trail Middle School (Courtenay) - \$127,000 for electrical system direct digital control replacement
- Mark R. Isfeld Secondary School (Courtenay) - \$166,800 for direct digital control replacement
- Courtenay Elementary School (Courtenay) - \$170,100 for building envelope cladding and window replacement

#### **SD72 - Campbell River**

- Pinecrest Elementary School (Campbell River) - \$458,000 for sprinkler system upgrades

#### **SD73 - Kamloops/Thompson**

- Norkam Secondary School (Kamloops) - \$233,700 for replacement of all interior wiring, receptacles, and electrical panels
- Summit Elementary School (Kamloops) - \$225,000 for boiler system upgrade
- Valleyview Secondary School (Kamloops) - \$304,800 for lighting retrofit upgrade to LED
- Brocklehurst Middle School (Kamloops) - \$355,600 for lighting retrofit upgrade to LED

#### **SD74 - Gold Trail**

- Kumsheen Elementary-Secondary School (Lytton) - \$836,520 for upgrades to change rooms and washrooms
- Lillooet Secondary School (Lillooet) - \$177,700 for improvements to the woodshop local exhaust system

#### **SD75 - Mission**

- Silverdale Elementary School (Mission) - \$210,000 for replacement of the boiler plant, the domestic hot water system and three package Roof Top Units
- Hatzic Middle School and Heritage Park Middle Schools - \$433,600 for upgrades to



# Board Committee and Trustee Representative Report

Trustee Representative: Eve Flynn  
Committee Name: BCSTA Provincial Council  
Meeting Location: Vancouver Wosk Centre  
Meeting Time: October 23-24, 2015  
Committee Report:  
October 23, 2015

- Recently appointed Minister of Education, Mike Bernier, shared information on his recent visits to school districts and his goal is to visit all District within his first year.
- Deputy Minister Dave Byng gave an update on key ministry priorities including the launch of the new curriculum, shared services, capital spending plan and MyEdBC

October 24, 2015

- President Teresa Rezansoff highlighted the work of the Association and the Board of Directors since the AGM. Annual Meeting motions form the bulk of work of the Board. Another priority is to continue to have productive and regularly scheduled meetings with the Ministry of Education to align our work and the Ministry's e.g....common goals. A draft action framework for the MOU with the Ministry of Education is in the hands of the Minister. It is our hope that the MOU has strengthened our (BCSTA) voice.
- Provincial Councilors reviewed the audited financial statements for the organization and is seeking input for the development for the 2016 Budget which comes before Provincial Council in February 2016

## Motions

All motions presented were 'Carried'

- Safe Stop Program
- Executive Compensation
- Principal and Vice-Principal Compensation
- Funding for Executive and Management Staff Compensation

Provincial Council received reports from the Education Committee and the Aboriginal Education Committee.



## Board Committee and Trustee Representative Report

Trustee Representative: Eve Flynn  
Committee Name: French Advisory Council  
Meeting Location: EOES Multi-Purpose Room  
Meeting Time: November 4, 2015 - 6:00 pm  
Committee Report:

The Chair, Francine Frisson, welcomed all the members and indicated that the agenda had been built around outcomes of the previous meetings.

School Updates were provided for each level...Elementary, Intermediate and the High School.

Strategic Priorities: The group identified, further to the last meeting, that the two priorities for focusing our work would be an analysis of the possibility of a Late French Immersion program. This will be explored through a Letter of Intent to all Grade 4 parents throughout the district. The second priority to focus on will be Quality Programming. This would reflect on choice and enrolment in FI from Gr 8 -12 working with parents and the student to identify options early.

By the end of November a meeting will be held for Gr 6&7 parents outlining what a 5-year plan could look like.

Concours d'Arts Oratories – Francine has volunteered to offer this to interested high school FI students after Christmas.

Extra-Curricular Activities – through discussion it was agreed that this was voluntary and could be enhanced with our local Canadian Parents for French group.

French Funding – Francine will provide an outline of the federal French funding...how much we get and how it is spent





SD69 QUALICUM

## Board Committee and Trustee Representative Report

**Trustee Representative:** R. Elaine Young

**Committee Name:** Building Learning Together Coalition  
**Meeting Location:** Family Place  
**Meeting Time:** BLT November 5, 2015 at noon  
AGM November 17, 2015  
Heart and Mind Group November 18, 2015

### Monthly BLT Coalition Meeting:

Agenda included follow ups from recent conference regarding use of technology and further discussion of how to implement the ideas/ideals of the Heart Mind concept into all of our work. Further discussion will occur at the next meeting on December 3 meeting.

Brainstorming and decision about using "Mindful Connection" as our theme. Works well with emotional learning/management at Schools in our district. How can we show this and grow the idea of "Mindful Connections."

More re: details and implementation at next meeting.

Community updates:

MCFD starting a "duty to report" campaign in the New Year.

BLT –Spooktacular was very well-attended this year. Was different from previous years; because of the weather people stayed and chatted. Helped that Storybook Village was open and by the openness of the Qualicum Commons. Gym was very busy. (Free activities and play). Great community event. Storybook Village Christmas light up...Could be different themes. BLT is going on December 7. Looking for people/organizations to sponsor a display. Outdoor program continues on Wed. mornings

BLT – AGM on Nov 17 at 7:00 PM Looking for Board Members.

VIRL- In the thick of programming and have gotten through the computer transitions. Storytime at senior's home (The Gardens) well attended. Dad's night out Nov 10 Lego night.

PacificCARE Hiring a childcare consultant. November 20<sup>th</sup> is National Children's Day - looking for stories to publish. Trying to focus on how different children's lives can be.

SOS – Big influx of young families in Qualicum. They are full and BLT is too.

Alphabet Gardens dismantling. Could take up to a year to find funding. Qualicum Community Garden Group may be interested in re-building. Preliminary talks underway.

ACRA - Coombs candy walk – 500-700 people. Ballenas did the haunted house for dry grad. Great fireworks. Dad's night out at Errington Elem really full. Aboriginal events were a gift. Arrowsmith community flyer.

### **Oceanside BLT AGM Meeting November 17 2015:**

The unique relationship between the Oceanside Building Learning Together Society and School District 69 was discussed (as it was last year). While sometimes there are “murky” details, we all value the collaboration of this community based group with our School District.

We urge people interested in education outside of K-12 to learn about and become involved in OBLT. Memberships in the society are \$10.00 per year and allow for voice and vote at the AGM. Election of the OBLT Board resulted in filling all of the executive positions. There is room for more Board Members at Large. So join the society and consider joining the Board.

For all documents from the Annual General Meeting please see me or visit the OBLT website at [www.oblt.ca](http://www.oblt.ca)

### **Heart Mind Interest Group Meeting November 18, 2015:**

The heart mind interest group meets monthly through BLT to discuss how to grow and spread the principles of heart/mind thinking and being. We encourage mindfulness, compassion, critical thinking and taking a breath before moving to action. We see this reflected in many of our institutions and specifically in School District 69.

These are the projects on which we work currently:

- By next year, including Heart/Mind principles in all “welcome to Kindergarten kits” which will be received by all 4 year olds in SD69. We are also working on locally developed Aboriginal resources to add to the kits.
- Finding adequate funds to manufacture Hearts with the five areas of Heart/Mind that will be fridge magnets.
- Making connections to be included in the Heart Mind Parenting Pilot project as soon as possible.
- Further discussion of how to grow “Mindful Connections” as a phrase/slogan in our community

For more information on upcoming Heart/Mind events please visit the Oceanside Building Learning Together website.

# SCHOOL DISTRICT 69 (QUALICUM)

## STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Letter to Minister of Education</b> (October 27, 2015)  <b>THAT</b> 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 [the BC Teachers' Federation and the BC School Trustees Association (BCSTA)]; and further,  <b>THAT</b> this letter may include any issues considered to be facing School District 69 (Qualicum) with regard to adequate funding; and further,  <b>THAT</b> 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,  <b>THAT</b> the Board of Education of School District 69 (Qualicum) encourage other BC Boards of Education to do the same.</p>	Trustees	Completed	November 2015 (Provided in the November Regular Board Meeting agenda package)
<p><b>Establishment of Performance Assessment Committee</b> (June 24, 2014)</p>	Senior Staff		In abeyance pending Ministry of Education's review of assessment, evaluation and reporting Fall 2016
<p><b>Strategic Plan – Framework for Action</b> (November 29, 2013)</p>	Superintendent	Superintendent to develop on the basis of conversations with Principals/Vice Principals	
<p><b>Living Wage Policy</b> (May 2012)</p>	Board Policy/ Policy Advisory Committees	<ul style="list-style-type: none"> <li>- Second Reading November 24, 2015</li> <li>- First reading: October 27, 2015</li> <li>- For Discussion at Board Policy and Policy Advisory Committee Meetings to consider whether this topic could be addressed in policy or as part of regulations.</li> </ul>	December 2015



## SCHOOL DISTRICT No.69 (QUALICUM)

### Class Size Report - October 15, 2015 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	BA MUSICAL THEATRE 10B (01), BA MUSICAL THEATRE 11B (01), BA MUSICAL THEATRE 12B (01), LD THEATRE PERFORMANCE 9 (01)	36**
Ballenas Secondary School	BA PHYSICAL AND LIFE SCIENCES 12A (01)	38
Ballenas Secondary School	ÉDUCATION PHYSIQUE 8 (01), ÉDUCATION PHYSIQUE 9 (02)	32
Ballenas Secondary School	ENGLISH 10 (02)	31
Ballenas Secondary School	ENGLISH 11 (02)	31
Ballenas Secondary School	FOUNDATIONS OF MATH AND PRE-CALCULUS 10 (03)	31
Ballenas Secondary School	FRENCH 10 (01)	31
Ballenas Secondary School	INSTRUMENTAL MUSIC 11: CONCERT BAND (01), INSTRUMENTAL MUSIC 12: CONCERT BAND (01), MUSIC 10: CONCERT BAND (01)	37**
Ballenas Secondary School	LD BAND 8 (01), MUSIC 9 (01)	48**
Ballenas Secondary School	PHYSICS 12 (01)	35
Ballenas Secondary School	SCIENCE 10 (02)	31
Ballenas Secondary School	STUDIO ARTS 11: DRAWING AND PAINTING (01), STUDIO ARTS 12: DRAWING AND PAINTING (01)	31
Kwalikum Secondary School	CHORAL MUSIC 11: CONCERT CHOIR (01), CHORAL MUSIC 12: CONCERT CHOIR (01)	37**
Kwalikum Secondary School	ENGLISH LANGUAGE ARTS 8 (01)	32
Kwalikum Secondary School	FRENCH 8 (01)	32
Kwalikum Secondary School	INSTRUMENTAL MUSIC 11: CONCERT BAND (01), INSTRUMENTAL MUSIC 12: CONCERT BAND (01)	34**
Kwalikum Secondary School	MATHEMATICS 8 (01)	32
Kwalikum Secondary School	PHYSICAL EDUCATION 8 (01)	32
Kwalikum Secondary School	PHYSICAL EDUCATION 8 (02)	33
Kwalikum Secondary School	SCIENCE 8 (01)	32
Kwalikum Secondary School	SOCIAL STUDIES 8 (01)	32

\*\* - Exclusion for the purposes of Class Size Consultation

This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (a) is in compliance with the provisions as defined in the School Act and related regulations and,
- (b) is appropriate for student learning.

Respectfully submitted,

Rollie Koop, Superintendent of Schools

RK/hc



## SCHOOL DISTRICT No. 69 (QUALICUM)

November 17, 2015

Honourable Mike Bernier  
Minister of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Bernier:

I am writing this letter on behalf of the Board of Education of School District 69 (Qualicum) in support of the recommendations of the BC School Trustees Association (BCSTA) and the BC Teachers' Federation (BCTF) to the Select Standing Committee on Finance and Government Services, and to bring you up to date on the impact of funding issues with regard to our district.

Previously, we have written many similar letters to Ministers of Education (June 7, 2006; June 30, 2009; June 10, 2010; July 13, 2011) detailing our repeated shortfalls in funding. We know that, as a new Minister, you will be interested in understanding the concerns of our district and will work with us to do the right thing for our students.

Our Board unreservedly supports the recommendations of both the BCTF and BCSTA briefs to the Select Standing Committee on Finances and Government Services. Previous reports of this Select Standing Committee have stated that the public education system in British Columbia is suffering from a funding model that doesn't work well and leads to short term planning and reacting to crisis after crisis. We certainly see this in School District 69.

The impact of the claw back of administrative "savings" and the lack of attention to management compensation have had a negative effect on Trustees and on Senior Management. While we attempt to balance budgets and keep support for students at the forefront, we are faced with a growing list of costs that are not funded or where the funds do not keep up with inflation. In previous letters, we have outlined these costs in detail and the totals are repeated below:

- 2006 \$888,381 underfunded
- 2009 \$1.5 million not funded (in addition, the Annual Facilities Grant was cut after the budget causing another \$1.393 million in cuts)
- 2011 \$563,625 shortfall

The "low hanging fruit" is long gone and, in fact, there is no fruit left on our tree. We work very hard as Trustees to make budgets stretch further each year and now the funds are spread much too thinly. School District 69 has less than the equivalent of one day's worth of operations for contingencies or unforeseen expenses.

Our district has worked very hard to make budgets that keep adequate funding for students in the classrooms. In 2014, we closed 4 schools in order improve utilization rates and refocus our resources on teaching and learning, which is our core mission. This was a long and difficult process and, as we know, reconfiguration and closing of schools is only a short term solution. As we look three to five years into the future, projections are that our funding crisis will continue. We need stability in funding. We need a funding model that secures adequate funding for all students in our public schools.

...2

Your predecessor, Minister Fassbender, visited our District in November 2014. In that meeting we shared our ideas for funding changes that would be more conducive to Districts investing monies that would reap future returns. Our recommendations included:

- That Boards need both the flexibility and the responsibility to budget over a five year term.
- That capital projects at the district level need to be directed at projects that have a positive return on investment in terms of operational savings, efficiency gains and reduction of our carbon footprint. This could easily be done with a redirection of the carbon tax credit funds.
- That the Ministry rethink distribution of capital funds for projects – ensuring that we are maximizing the use of capital improvements for long term efficiencies.
- That the Ministry and Boards create a culture of business awareness through the sharing of best practices and ensuring the appropriate professionalism of key district staff.
- That mechanisms change to allow districts to answer to their local needs and issues.

As a Board, we are committed to working with other partners to make our schools stronger and to provide what is needed to support our goals. While our *Thoughtexchange* process, used to solicit community input, repeatedly shows support and appreciation for our educators, staff and administration, we know that we cannot rely on them to take on any more responsibility. We need the government to work with us and provide the support needed to maintain and strengthen our public education system. We implore you to speak strongly for the youth and children of this province by insisting on adequate funding for public schools.

We invite you to visit our district in beautiful Parksville/Qualicum Beach in order to meet with our Board, administration, educators, students and community. We request a meaningful meeting to discuss our budgetary ideas and hope that we can reach a resolution that benefits all our students.

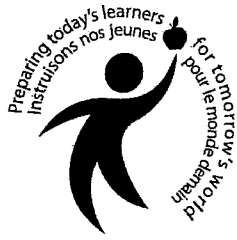
Sincerely,



Eve Flynn  
Board Chair

cc: Board of Education SD69  
Mr. Rollie Koop, Superintendent of Schools (SD69)  
Mr. Ron Amos, Secretary Treasurer (SD69)  
Norberta Heinrichs, President, Mount Arrowsmith Teachers' Association  
Lisa Paine, President, Canadian Union of Public Employees (Local 3570)  
Jalyn Sorg/Andrea Button, Co-Chairs, District Parent Advisory Council (SD69)  
MLA Michelle Stilwell, Parksville-Qualicum  
MLA Scott Fraser, Alberni-Pacific Rim  
BC School Superintendents' Association  
BC Association of School Business Officials  
Teresa Rezanoff, President, BCSTA  
Jim Iker, BC Teachers' Federation  
All BC Boards of Education (via BCSTA)  
Local Media

File: 0530-10



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.~~

DRAFT

# 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.





## SCHOOL DISTRICT No. 69 (QUALICUM)

### NEW BOARD POLICY 5015

### **CONDUCT OF COACHES**

(Page 1 of 1)

#### **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

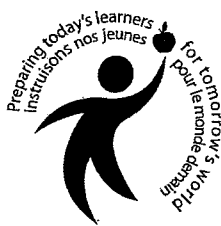
Page 1 of 1

#### 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 cooperation 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).

# 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*