



**REGULAR BOARD MEETING AGENDA**

TUESDAY, OCTOBER 25, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

2. **CALL TO ORDER AND INTRODUCTIONS**

3. **ADOPTION OF THE AGENDA**

*Recommendation:*

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

4. **APPROVAL OF THE CONSENT AGENDA**

- a. Adoption of Regular Board Meeting Minutes: September 27, 2016 p 1-8
- b. Ratification of In Camera Meeting Minutes: September 20, 2016 p 9
- c. Ratification of Special In Camera Meeting I Minutes: September 12, 2016 p 10
- d. Ratification of Special In Camera Meeting II Minutes: September 12, 2016 p 11
- e. Approval in principle for Kwalikum Secondary School Student Field Trip to Moscow, Idaho from February 22 to 26, 2017 p 12-16
- f. Final approval for a Ballenas Secondary Student Field Trip to New York from March 12 to 17, 2017 p 17-25
- g. Ministry of Education News Releases
  - BC gaming grants benefit parents and students p 26-27
  - BC leads Canada, extends support for youth aging out of care p 28-29
  - Students to become BC's Masters of Disaster p 30-32
  - It's October: Happy Library Month! P 33-34
  - Education Minister's Statement on World Teachers' Day p 35
  - Parents asked to share thoughts on progress reporting for their children p 36-37
  - Province invests to eliminate student transportation fees for Qualicum families p 38
- h. Reports from Board Representatives to Outside Organizations
  - Curriculum Implementation Advisory Committee – Trustee Young p 39
  - Indigenous Education Advisory Committee – Trustee Young p 40
  - Building Learning Together Coalition – Trustee Young p 41
  - BCPSEA Symposium – Trustee Flynn p 42
- i. Status of Action Items - October 2016 p 43

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 25, 2016, as presented (*or, as amended*).

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

- 
- a. **Indigenous Education Program** (Rosie McLeod-Shannon)
  
  - 6. **BUSINESS ARISING FROM THE MINUTES**  
None
  
  - 7. **TRUSTEE HIGHLIGHTS**
  
  - 8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
  
  - 9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
  
  - 10. **DISTRICT PARENTS ADVISORY COUNCIL**
  
  - 11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD** **(10 MINUTES)**
  
  - 12. **ACTION ITEMS**
    - a. **School Codes of Conduct** (Rollie Koop)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Schools' Codes of Conduct for the 2016-17 school year.
  
    - b. **Amended 2015/16 Five-Year Capital Project Agreement** (Ron Amos) p 44  
*Recommendations:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Amended School District No. 69 (Qualicum) Capital Project Funding Agreement 15/16-CP-SD69-01 in the amount of \$842,724 for the 2015/16 fiscal year.
  
    - c. **Annual Five-Year Capital Plan** (Ron Amos) p 45-48  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the District's 2016-17 annual Five-Year Capital Plan as submitted.
  
  - 13. **INFORMATION ITEMS**
    - a. **Enrolment Report** (Rollie Koop) p 49
    - b. **Educational Programs Update** (Gillian Wilson)
    - c. **Education Planning Update** (Rollie Koop)
    - d. **Learning Improvement Funds** (Gillian Wilson)
    - e. **Supplemental Transportation Funding Update** (Ron Amos) p 50-56
    - f. **Water Testing Requirements** (Chris Dempster) p 57-66
    - g. **Quarterly Financial Update** (Ron Amos) p 67-68
    - h. **Class Size Report – October 14, 2016 Snapshot** (Rollie Koop) p 69

**14. CORRESPONDENCE ATTACHED**

- a. Letters to Minister of Education**
  - i. Request to exempt districts from Foundation Skills Assessment p 70
  - ii. Request for response to recommendations of the Select Standing Committee on Finance and Government Services p 71-72

**15. POLICY/ADMINISTRATIVE PROCEDURE** (Chair Flynn)

- a. Board Policy 7000: *Safe, Caring and Inclusive School Communities*** p 73- 82  
*(Merging of Board Policies: 7001, 7003, 7020, 7023, 7024, 7035, 7040, 7162, 7164, and 7166)*  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.
  
- b. Board Policy 7001: *Student Discipline (previously Policy #7000)*** p 83-85  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7001: *Student Discipline* and its attendance Administrative Procedure, at its Regular Board Meeting of October 25, 2016.
  
- c. Board Policy 7165: *Substance Use (Students)*** p 86-88  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7165: *Substance Use (Students)* and its attendance Administrative Procedure, at its Regular Board Meeting of October 25, 2016.
  
- d. Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment (Previously Titled: Use of Scented Products)*** p 89-93  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.
  
- e. Rescinding of Policies** p 94  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) rescind the following Board Policy at its Regular Board Meeting of October 25, 2016:
  - 3025: *Communications*

**16. TRUSTEE ITEMS**

- a. Public Consultation re: Meadowood Property** (Chair Flynn) p 95-100

**b. Courtesy Ridership***(Trustee Austin)**Rationale:*

When our Board of Education reconfigured and closed schools the decision was made to try to keep the French Creek Community School together as part of the broader Errington community. However, the decision was taken to provide expedited cross-boundary transfer approval and priority courtesy ridership status at a cost of \$125.00 for both Whiskey Creek/Hilliers students and Meadowood students based on the fact that we had existing bus routes from those locations to Kwalikum Secondary School (the catchment area high school for those students). These existing routes had available space, the routes could be easily reconfigured to provide this service and these families had an established pattern of choosing to educate their children at Qualicum Beach Elementary School, Qualicum Beach Middle School and Kwalikum Secondary School (the latter two by catchment area)

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) waive the courtesy bus fees for existing courtesy riders in the Errington Elementary School catchment area and Meadowood students who reside in the current Kwalikum Secondary School catchment area. This arrangement will be reviewed annually in June for the next school year and may be subject to needs based on enrolment and bus route availability.

**c. BC School Trustees Association's Media Statement***(Trustee Young)*

p 101

*Rationale:*

The BC School Trustees Association (BCSTA) has recently presented a letter to the Select Standing Committee on Governance and Finance recommending adequate funding of public schools. BCSTA's mission statement includes supporting and advocating for public education and ensuring local control in our public schools. When the Vancouver School Board was fired by the Minister of Education it provided an opportunity for the BCSTA to reiterate the recommendations made to the Select Standing Committee. Instead the response from BCSTA was to undermine the democratic process and welcome the dismissal of a democratically elected board.

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) request that the BC School Trustees Association (BCSTA) rescind its Media Statement regarding the firing of the Vancouver School Board and reaffirm the BCSTA mission statement that includes supporting and advocating for public education and ensuring local control in our public schools.

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



# School District No. 69 (Qualicum)



## REGULAR BOARD MEETING MINUTES

TUESDAY, SEPTEMBER 27, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

### ATTENDEES

#### **Trustees**

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

#### **Administration**

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

#### **Education Partners**

Mount Arrowsmith Teachers' Association (MATA)  
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 Nanoose and Qualicum First Nations for sharing their shared territories with the District.

#### 3. ADOPTION OF THE AGENDA

##### **16-95R**

*Moved* Trustee Gair *Seconded* Trustee Young

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

**CARRIED UNANIMOUSLY**

#### 4. APPROVAL OF THE CONSENT AGENDA

- Approval of Regular Board Meeting Minutes: August 30 2016
- Ratification of In Camera Board Meeting Minutes: August 30, 2016
- Ratification of In Camera Board Meeting Minutes: August 30, 2016

- d. Ministry of Education News Releases
  - Province invests half a million for literacy in BC
  - Province clarifies utilization targets for school construction
  - Connecting students with skills training opportunities
  - Class of 2029 – Students begin their journey of innovative learning
  - Helping students plan for a successful future
  - Province provides support for youth sport
  - ‘Connect, communicate, care’ on World Suicide Prevention Day
  - School anti-bullying policies enhanced to support and respect diversity
  - Ten things to know about BC’s new curriculum
  - Ten top tips for a cool back to school
  - Lots to look forward to as students head back to class
  - Government invests in green upgrades for BC schools
  - Extra \$20 million to fund school improvements
- e. Reports from Board Representatives to Outside Organizations
  - District 69 Recreation Commission – Trustee Austin
  - Building Learning Together Coalition/Heart-Mind Interest Group – Trustee Young
- f. Status of Action Items - September 2016

**16-96R**

*Moved* Trustee Kurland *Seconded* Trustee Gair  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 27, 2016, as amended.  
**CARRIED UNANIMOUSLY**

**5. DELEGATIONS AND PRESENTATIONS**

- a. **2015/16 Audited Financial Statements**  
 Ms. Kelly Olsen, representing Auditor McGorman MacLean, presented the 2015/16 Audited Financial Statements and acknowledged the full cooperation of the Board and Board Office staff during the audit. The financial statements presented fairly the financial position of the District.

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS**

**Trustee Austin**

- Attended the Welcome Back Potluck hosted by the Arrowview Elementary School Parent Advisory Council. She is the new Trustee Liaison to that school and she looks forward to her new role while also continuing as the trustee liaison to Errington and Springwood Elementary Schools.

**Trustee Young**

- Travelled to Lasqueti Island on September 19<sup>th</sup> to visit False Bay School while also learning more about the surrounding community. She is the new Trustee Liaison to that school and she looks forward to learning more about that school’s community as well as those of PASS/Woodwinds and Qualicum Beach Elementary.

- Will be contacting the administrators of the two high schools to discuss the parameters of a Heart/Mind Challenge to familiarize students with heart/mind concepts and how they can be applied in a school setting.
- Announced that Rotary's Coats for Kids began this week. Most of the schools in the District will have boxes on site to receive donations of coats.

#### **Trustee Gair**

- Attended the first *Coffee with Trustees* at Arrowview Elementary School earlier in the day. He enjoys the having informal discussions with teachers, parents and administrators. He regrets that he will be unavailable to attend *Coffee with Trustees* scheduled in January/February 2017 as his school schedule will conflict with those dates/times.

#### **Trustee Kurland**

- Is looking forward to being the new trustee liaison to Kwalikum Secondary School and reconnecting with the students, parents and staff at that site as well as at Bowser Elementary School and the International Student Program

#### **Trustee Flynn**

- Reminded attendees that Friday, September 30<sup>th</sup> is *Orange Shirt Day – Every Child Matters* to honour the survivors of residential schools, and those who did not. She will be wearing her orange shirt at the Vancouver Island School Trustees Fall Conference being held in Sooke September 30/October 1, 2016.

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

Norberta Heinrichs, President, commented on the following:

- School start up with new classes, new initiatives and redesigned curriculum for teachers who have also reconnected and developed new relationships and discovered collaborative opportunities.
- MATA will begin the process of reviewing classes that are over class size maximums or that are challenged with too many needs. It was hoped that staffing would relieve the pressures of some of the class number/needs.
- Teachers will begin to access the offerings provided by the District in the areas of Mentorship and Curriculum Implementation Resources.
- Teachers' experiences were as varied as each school community's during the recent District-Wide Planning day, which focused on curriculum implementation, and provided choice, collaboration and creativity. Some common themes were exploring technology to enhance learning and assessment, developing whole school approaches and identifying ways to meet the needs of the District's most vulnerable students with strategies in building connections. It was noted that each school utilized expertise from within the District for the sessions.
- Collaboration with the District Parent Advisory Council Chairs to create more shared learning opportunities which support children and their families.
- MATA is watchful that new initiatives, plans and strategies are incorporated reasonably and with integration in mind.
- Teachers are still determining their needs in order to identify supports for their learners.
- MATA is in the process of surveying teachers and how they use that data will be determined by the planning team. Other information and resources will be gathered from the recent Planning Day to determine the agenda for the November 10<sup>th</sup> Curriculum Implementation Day.

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

No Report

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

Andrea Button, President, stated that the first DPAC meeting of the school year will be held on Wednesday, September 28, 2016 at the Qualicum Commons.

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

None

**12. ACTION ITEMS****a. Final approval for a Kwalikum Secondary student field trip to Japan**

Chair Flynn referred to a recent decision by the Nanaimo School Board to place a two-year moratorium on all overseas student field trips following the attack in Nice, France in July 2016. She noted that Board policy 5020: *Co-Curricular and Extra Curricular Activities* outlines the process for School District 69's student field trips. It is one of the next series of policies to be reviewed by the Board Policy Committee as well as by the Policy Advisory Committee, which includes representation from teachers, parents, support staff and school administrators.

Trustees expressed their support of providing field trips, which are also highly valued by students. The Board heard from staff who organize overseas trips and the benefits to students, particularly those who may not have other opportunities to travel outside the province or country. Senior staff also provided an overview of the field trip approval process at the administrator level prior to it being presented to the Board, first for approval in principle and then for final approval.

**16-97R**

*Moved* Trustee Kurland *Seconded* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) give final approval for a Kwalikum Secondary School student field trip to Japan in March 2017.

CARRIED UNANIMOUSLY

**b. Final approval for a Kwalikum Secondary student field trip to Costa Rica****16-98R**

*Moved* Trustee Gair *Seconded* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) give final approval for a Kwalikum Secondary School student field trip to Costa Rica in March 2017.

CARRIED UNANIMOUSLY

**c. 2016-17 Enhancing Student Learning Plan – District**

Superintendent Koop stated that senior staff were obligated this year to develop a local process for articulating to the community what the Board's plans are as a District in terms of enhancing student learning, as well as at the school level. He then reviewed the District Plan which will also be tracked to ensure it corresponds to the Board's four strategic priorities and the supports in place at schools.

Superintendent Koop noted that one piece a difference this year is that staff will be focusing time at the District level to develop plans to ensure both parents and students are being communicated in an effective and timely way about assessment evaluation and reporting. Efforts are still be required to focus on literacy and

numeracy foundational skills, whether Foundation Skills Assessment or classroom based assessment.

The District's Enhancing Student Learning Plan is the first run at a tool to communicate to community and one another about where we intend to put our efforts, the expectation to see strong linkage to school plans, how resources are aligned, and to provide data sources that will show the impacts of the initiatives the District is undertaking.

Further to a query as to whether or not the District was participating in the pilot to explore new foundation skills assessment tools, Assistant Superintendent Wilson advised that a former teacher has been hired as a lead consultant for the new assessment tool. He has approached the District to inquire if one of the schools would be a pilot site and other schools have also expressed an interest in participating in the pilot this year. At this point, at least one school will be participating and it is hoped that there will be more.

Staff will also keep the Board updated on the progress of the focus on the elementary careers curriculum.

**16-99R**

*Moved* Trustee Young *Seconded* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve the *2016-17 Enhancing Student Learning Plan - District* as presented.

CARRIED UNANIMOUSLY

**d. 2015-16 Audited Financial Statements**

**16-100R**

*Moved* Trustee Kurland *Seconded* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2015-16 Audited Financial Statements as presented.

CARRIED UNANIMOUSLY

**e. Late French Immersion Survey**

Assistant Superintendent Wilson requested the Board's approval to have Francine Frisson, French Immersion Coordinator, to undertake a feasibility study to determine whether the community would like a Late French Immersion program and, if so, what implications the program would have for this particular community. If the proposal is supported by the community, staff would seek to have the program included in the 2017-18 budget.

**16-101R**

*Moved* Trustee Gair *Seconded* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) direct staff to undertake a community process to determine whether offering of a Late French Immersion program would be viable for the District.

CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS****a. Educational Programs Update****i. Notification of Name Change of *First Nations Education Program* to *Indigenous Education Services Program***

Rosie McLeod-Shannon, District Principal of Indigenous Education Services, provided the Board with the background to a suggestion for a name change to the First Nations Education Program to ensure an all-inclusive reference. She notified the Board that the program name has been changed to Indigenous Education Services Program.

**ii. Assistant Superintendent Wilson reported on the following district events/initiatives:**

- Senior staff continue to monitor and support teachers as they face a new year of new classrooms, new students, and redesigned curriculum.
- The Learning Services Team met two weeks ago and two teachers lead the team through 'Pathways', a tool used to look at mapping out the journey for some of the District's students as they transition into after-school programs.
- Monday's at the DRC have restarted with a number of professional development opportunities being provided by the Teaching and Learning Teams.
- Identifying two Math Mentors per site in addition to the Reading Mentors already in place at the elementary sites.
- One meeting has been held to discuss assessment reporting and evaluation. A pamphlet is being drafted to inform parents what that means and how teachers will be communicating their child's learning. The pamphlet is expected to be finalized and distributed by mid-October.
- Acknowledgement of the work of the Early Years partners who are working on a strategic plan that involves all community partners.
- One of the conversations with the Oceanside Collaborative Response Committee (OCRC) is head lice and information is being shared with staff, students and parents on ways to prevent and eradicate head lice. Trustee Austin suggested that the topic be incorporated into biology and science curriculum as well as the health curriculum.
- Another topic at the OCRC is educating students on the dangers of Fentanyl use. A meeting to discuss harm reduction is scheduled for Thursday, September 29<sup>th</sup> at Family Place and the Island Health Harm Reduction Coordinator will be in attendance.
- Snapshot of enrolment to date, noting which schools had higher or lower enrolment than projected. The enrolment count will be finalized on September 30<sup>th</sup>. At that time, it is possible that the District may be out of funding protection, which could result in additional student funding.

**b. Education Planning Update****i. Spring 2016 ThoughtExchange Community Engagement Results**

Superintendent Koop highlighted some of the results of the Spring ThoughtExchange process. Trustees have been reviewing the data over the summer months, as have school administrators who will be sharing it with their staff to synchronize with their instructional planning. A link to the

data will be provided to all participants via email and will also be posted on the District web-site.

The Superintendent will be drafting a 'You Said/We Did' wrap for an upcoming edition of the PQB News, which will compare the feedback provided to the action being taken on areas requiring improvement.

**14. CORRESPONDENCE ATTACHED**

None

**15. POLICY**

None

**16. TRUSTEE ITEMS**

**a. Foundation Skills Assessment**

Trustee Austin stated that the Province itself has stated that the current Foundation Skills Assessment (FSA) tool is outdated and does not reflect the changing education paradigm and the BC Education Plan. A new assessment tool is being piloted in some districts this year and she recommended that the Board ask the Ministry to exempt districts from administering the current FSA until a new assessment tool is identified which is useful and relevant.

Trustees commented on the recommendation, noting that, while the FSA has long been identified as not providing a comprehensive assessment of student learning, there was still a requirement under the School Act for the FSA to be administered.

It was noted that one of the District's schools had been invited to participate in the pilot of the new assessment tool and others have expressed an interest in being part of it as well. Which school(s) would participate was yet to be confirmed. It was also noted that the direction from the Ministry has been that the current FSA be administered to Grade 4 and 7 students. It provides one more point of data for a classroom teacher and the Principal.

Trustees continued to discuss whether the Minister could exempt districts from administering the test, while acknowledging support for government collaborative approaches.

**16-101R**

*Moved* Trustee Austin *Seconded* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) support government collaborative approaches, including pilot programs, to find ways to approach provincial assessment as it relates to the newly designed curriculum. However, the Board does not support the added expense and time associated with the administration of an FSA test which the government acknowledges as outdated and incongruent with the re-designed curriculum. The Board requests that the Minister of Education exempt all districts from administering the January/February 2017 Foundations Skills Assessment.

CARRIED

**b. Notice of Motion**

Trustee Austin stated her intention to propose a motion at the October Board meeting to waive courtesy rider fees for School District 69 bus service users from the Errington Elementary School catchment area that choose to attend either Qualicum Beach Elementary or Arrowview Elementary as cross-boundary students.

**c. Trustee Liaison Schools/Board Committee Representation**

Chair Flynn noted the changes to the Trustee Liaison schools and Board Committee Representation as provided in the agenda package.

**d. Select Standing Committee - Provincial Budget 2017 Consultations**

Trustee Austin stated that Boards have not received any communication from government regarding the recommendations of the Select Standing Committee. She suggested that the Board send a letter to the Government to inquire as to what happens to the recommendations when they are not acted upon. The Board agreed to write a letter to the Select Standing Committee asking for clarity on the follow-up process and details about any action taken by the Ministry further to the recommendations.

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

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

- Whether teachers in schools participating in the pilot would be expected to supervise both the pilot assessment and the Foundation Skills Assessment in the same year. *Senior staff are still working to identify those details.*
- Use of the Foundation Skills Assessment by the Fraser Institute. *How the Fraser Institute uses assessment data is out of the hands of school boards.*
- The disadvantage to French Immersion students in being given the assessment tests in English instead of French. *Staff are aware of the issue and are working to identify a solution.*
- Whether there has been a change in practice or assessment to verify, assess or reassess students for their designation for 1701 as special needs. *There has been no change; the District follows ministry guidelines and standards. The District's practice is to provide supports based on all students' needs and not designation.*

**19. ADJOURNMENT**

Trustee Gair moved to adjourn the meeting at 8:51 p.m.

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 CHAIRPERSON

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 SECRETARY TREASURER





**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
September 20, 2016

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**ATTENDEES:**

**Trustees**

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

**Administration**

Rollie Koop	Superintendent of Schools
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 matter(s):

- Land
- Personnel/Labour Relations
- Legal

The Board of Education approved motions regarding the following matter(s):

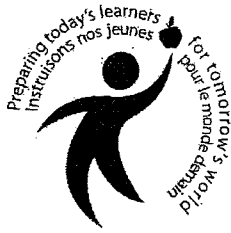
- Land
- Personnel

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING I**

SECTION 72 REPORT  
September 12, 2016

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**ATTENDEES:**

**Trustees**

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

**Administration**

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matter(s):

- Personnel/Labour Relations

No motions were approved at this meeting

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Chairperson

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Secretary Treasurer



**IN-CAMERA MEETING II**

SECTION 72 REPORT  
September 12, 2016

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**ATTENDEES:**

**Trustees**

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

**Administration**

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

The Board of Education discussed the following matter(s):

- Legal

The Board of Education approved motions regarding the following matter(s):

- Legal

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Chairperson

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Secretary Treasurer



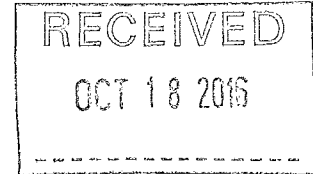
# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall [lmarshall@sd69.bc.ca](mailto:lmarshall@sd69.bc.ca)  
Vice- Principal: Lesley Rowan [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

October 18, 2016

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



Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Moscow Idaho from 2/22/2017 to 2/26/2017. This trip has been planned by teachers Dan Craven and Brent Kellas.

Please see attached itinerary for details.

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

Respectfully submitted,

Ms. Lori Marshall  
Kwalikum Secondary School

Copy: Dan Craven, Brent Kellas, Sponsoring Teachers

**Kwalikum Secondary School  
Music Program**

October 13, 2016

Re: Moscow Idaho Music trip;

We are requesting from the School Board of School District 69, approval in principle to take our Jazz Bands and our Vocal Jazz group to participate in the Lionel Hampton Jazz Festival that takes place in Moscow Idaho on February 22 – February 26<sup>th</sup> 2017. We have made sure that students will have ample opportunities to fund raise to help make the Moscow, Idaho tour. Students have the opportunity to generate funds through five major fund raising activities. We have listed some of the educational opportunities that students will benefit from by participating in this field trip.

Students will have an opportunity to perform (9 performances - jazz bands, jazz combos, vocal jazz, solo performances) and receive a clinic from educators and professional musicians.

Students will also have the opportunity to experience workshops given during the days that we are at the festival. We provide an assignment requiring students to write a brief summary of what they experienced and learned from their educational experience(s).

We will attend four evening performances that have extremely high-level Grammy winning jazz artists. Students will be able to listen, see and experience what professional artists of the highest caliber are like and relate their workshop experiences to an actual performance.

We also require students to see and hear other music groups and write a critique of the performance they have heard. This is a great activity for student to use concepts they learned during their workshop experiences.

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

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

Brent Kellas

Kwalikum Secondary School  
[bkellas@d69.bc.ca](mailto:bkellas@d69.bc.ca)  
250-752-5651 (ext106)

Dan Craven

Kwalikum Secondary School  
[dccraven@sd69.bc.ca](mailto:dccraven@sd69.bc.ca)  
250-752-5651 (ext250)

# Lionel Hampton Jazz Festival 2017

## PROPOSED ITINERARY

### Wednesday, February 22, Day 1

6:15am Assemble at KSS, load bus  
6:45am Depart KSS for Departure Bay Ferry Terminal  
8:30am Leave Departure Bay for Horseshoe Bay  
10:05am Arrive Horseshoe Bay, travel to Moscow, Idaho  
Breaks will be taken en-route  
10:00pm Arrive Moscow, Idaho – Check in to Palouse Inn  
10:30pm In rooms  
11:00pm In own rooms, curfew in place

### Thursday, February 23, Day 2

6:00 a Wake up call  
6:45 a breakfast all  
7:45 a Board Bus, Leave for Festival Site  
Festival Schedule TBA  
7:30p-9pm Concert Artist TBA  
8p-9:30pm Concert Artist TBA  
8:30p-10pm Concert Artist TBA  
9p- 10:30pm Concert Artist TBA  
10:35pm **Bus to motel after concert**  
11:15 pm In own rooms, curfew in place

### Friday, February 24, Day 3

6:00 a Wake up call  
6:45 a breakfast all  
7:45 a Board Bus, Leave for Festival Site  
Festival Schedule TBA  
5:00 p Supper  
7:30 p Meet at bus, Palouse Inn, prior to Evening Concert  
7:35 p travel to Kibbie Dome  
8:30p-9:45p Concert Artist TBA  
10p-11:45p Concert Artist TBA  
11:45 p **Back to motel after concert**  
12:00 a In own rooms, curfew in place

**Saturday, February 25, Day 4**

6:00 a Wake up call  
6:45 a breakfast all  
7:45 a Board Bus, Leave for Festival Site  
Festival Schedule TBA  
5:00pm Supper  
7:15pm Meet in the Hotel Lobby prior to concert  
7:25pm Bus to Concert  
8:30pm - Concert Artist TBA  
9:45pm Concert Artist TBA  
10:15pm - Concert Artist TBA  
11:50 pm Load Bus, travel back to Motel,  
12:00 am Back to rooms after concert, In own rooms, curfew in place

**Sunday, February 26, Day 5**

5:30 a Assemble, Board bus  
6:00 a Leave Moscow - Road Trip to Vancouver  
Food stops en-route  
4:15 p Arrive Horseshoe Ferry terminal  
5:00 p Leave on B.C. Ferries Horseshoe Bay  
7:30 p Arrive KSS



SD69 QUALICUM

### SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form

RECEIVED  
OCT 18 2016

POLICY 5020  
Co-Curricular & Extra Curricular Activities

SCHOOL QUALICUM SECONDARY DATE (of application) OCT 13 2016  
 DESCRIPTION OF PROPOSED ACTIVITY LIONEL HAMPTON JAZZ FESTIVAL  
MOSCOW, IDAHO  
 DATE(S) OF PROPOSED ACTIVITY FEB 22 - 26, 2017  
 PURPOSE OF PROPOSED ACTIVITY FESTIVAL PERFORMANCE, CLINICS,  
CONCERTS  
 TEACHER(S) CRANN, KEVAS  
 TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED 1.5 (KEVAS)  
 OTHER ADULTS TBD  
 GRADE(S) 8-12  
 SUPERVISION: No. of Students EST. 35 No. of Teachers 2 No. of EAs \_\_\_\_\_ No. of Parents 4  
 TRANSPORTATION HIGHWAY COACH

TRAVEL ITINERARY:  
(Include departure and return times; for extended trips, please attach details of each stop.)

FEB 22 - TRAVEL QB - MOSCOW, ID.  
FEB 26 - TRAVEL MOSCOW - QB.  
STOPS AT MIRAPOUR BOUNDARY CROSSING,  
NORTH BEND, WA., OTHELLO WA.

PROJECTED COST 550-600 DIRECT COST PER STUDENT 550-600 LASS FINANCING  
(attach statement of details)  
 SOURCE(S) OF FUNDING FINANCING PLAN  
 ACCOMMODATION/MEALS (type of) HOTEL

INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO:

- (a) Parent Information/ Permission (example of distributed form attached) AL
- (b) Volunteer Driver(s) form(s) (attached) - for use of non-School District owned vehicle(s) OK
- (c) Students will not be excluded through inability to pay expenses CONTRIBUTOR FUND WITH PARENTS MUST
- (d) Third Party Waiver, if applicable (form attached) N/A

- 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 or designate
    - c) Extended field trips - out-of-province/international ..... -Board of Education
  - 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: O. Marshall DATE: Oct. 13/16

**THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)**

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Superintendent of Schools or designate)  
 OR:  
 APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: \_\_\_\_\_  
(date)  
 PER: \_\_\_\_\_ Number of Substitute Days Hereby Authorized: \_\_\_\_\_  
(Superintendent of Schools or designate)





## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

RECEIVED  
OCT 18 2016

*Rudy Terpstra, Principal*

*Kevin McKee, Vice Principal*

*Jane Reynolds, Vice Principal*

October 17, 2016

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 Student Field Trip to New York on March 12-17, 2017. This trip has been planned by Mr. Rick Robson.

There will be 7 students travelling plus one chaperone. Please see attached itinerary for details.

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

Respectfully submitted,

Rudy Terpstra, Principal  
Ecole Secondaire Ballenas Secondary School

ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

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



October 12, 2016

To District 69 School trustees;

I am seeking **final approval** from the SD69 school trustees for a proposed trip to **New York City- Broadway and the Arts!** This trip is open to all students at Ballenas Secondary School to be taken **March 12-17, 2017** during Spring Break.

Very briefly, it includes:

- Round-trip flights including all airport fees and applicable taxes from Vancouver and New York
- Educational Tour director available 24-hours a day throughout the trip.
- 5 nights accommodation in moderately priced hotel accommodation.
- Private charter bus for return transfers from the airport to the hotel in New York
- Private charter bus transfers and sightseeing as per the itinerary
- Comprehensive sightseeing tours and excursions- eg. tickets to two Broadway shows
- Breakfast and dinner every day
- 24-hour emergency service
- The all-inclusive Travel Protection Plan that includes full medical insurance, baggage and accident coverage, Tour Cancellation and Interruption coverage, and 24-hour emergency assistance

Please see the attachment for the detailed itinerary and the many inclusions. The cost of the trip is \$3125.00/student.

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

Sincerely;

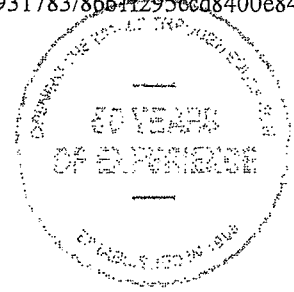
A handwritten signature in black ink that reads "Rick Robson". The signature is written in a cursive, flowing style.

Rick Robson  
Ballenas Music



Educational Tours

http://www.ef-tours.ca/print-quote/1931783/8661f295cccd8400e84/tc



# YOUR PRICE QUOTE

## Broadway and the Arts Metro

PREPARED FOR  
Richard Robson

PREPARED ON  
August 31, 2016

YOUR TOUR NUMBER  
1803174BV

YOUR TOUR WEBSITE  
www.ef-tours.ca/1803174BV

### Your travel details

**TOTAL LENGTH**  
6 days

**DEPARTING FROM**  
Victoria (BC)

**REQUESTED TRAVEL DATES**  
Sunday, March 12, 2017 - Friday, March 17, 2017

#### YOUR DEPARTURE DATE RANGE

EARLIEST	REQUESTED	LATEST
Sat. Mar. 11	Sun. Mar. 12	Mon. Mar. 13

### Everything you get

#### AN ALL-INCLUSIVE TOUR

Round trip airfare, hotels with private baths, breakfasts and dinners, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at [www.ef-tours.ca/1803174BV](http://www.ef-tours.ca/1803174BV).

#### FULL-TIME TOUR DIRECTOR

Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

#### EXPERT LOCAL GUIDES

Your expert local guides add cultural insight and global perspective on your sightseeing tours.

#### CUSTOMARY GRATUITIES

To make things even easier we've included all tips to show appreciation to your Tour Director, local guides, and bus driver at the end of your tour.

#### OVERNIGHT SECURITY

Safety is our number one priority. That's why we've included professional security on watch nightly at your hotel.

#### WESHARE

Our online learning platform engages students in activities before, during and after tour.

#### CONTINUOUS SUPPORT

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

#### 24-HOUR EMERGENCY SERVICE

Travellers and their families can count on EF's dedicated emergency service team.

#### PEACE OF MIND PROGRAM

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances.

### TOTAL PRICE

Price valid for travellers enrolled September 1, 2016 - September 30, 2016

**Student**

\$3,125 or \$586 / 5 mos

**Adult**

\$3,245 or \$610 / 5 mos

#### PRICE BREAKDOWN

Program Price	\$3,125
Peace of Mind	FREE
Weekend Supplement	FREE

For every 6 paying travellers, 1 chaperone travels FREE

Adult supplement required for age 20 and older at the time of travel. Price includes HST/GST where applicable, all airline/travel provider surcharges, departure taxes, airport fees, and Office de la protection du consommateur (OPC) indemnity fund tax (0.1%) for residents of Québec. Please call 1-800-387-1460 for more information. To view EF Education Booking Conditions, visit [ef-tours.ca/bc](http://ef-tours.ca/bc).

### Your Tour Consultant



YASMINE MEHTADI  
1-800-387-1460  
Yasmine.Mehtadi@ef.com



Education First

# *Educational Tours*



## *Broadway & The Arts Metro*

# Broadway & The Arts Metro

From the Statue of Liberty to Times Square, New York's landscape is renowned the world over, but seeing these icons firsthand is something special. Immortalized in popular culture, New York's magnetic pull has brought in creative minds for centuries. It's a city that radiates with an inspiration and energy that you can feel on the sidewalks and subways of this magnificent metropolis.

## DAY 1: TRAVEL TO NEW YORK CITY

- Take a walking tour of Midtown: Fifth Avenue; Rockefeller Center; St. Patrick's Cathedral; Trump Tower; FAG-Schwarz
- Visit the Empire State Building

## DAY 2: NEW YORK CITY

- Take a tour of the Lincoln Center
- Meet a professional Broadway performer
- Enjoy free time in Times Square
- Attend a Broadway show

## DAY 3: NEW YORK CITY

- Take a guided tour of Lower Manhattan: Greenwich Village; SoHo; Chinatown; Little Italy; World Trade Center Site
- Visit the National September 11 Memorial & Museum
- Participate in a drama workshop

## DAY 4: NEW YORK CITY

- Visit the Statue of Liberty and Ellis Island by ferry
- Take a tour of Radio City Music Hall
- *Optional: Best of Broadway, Schoolroom workshop*
- Attend a Broadway show

## DAY 5: NEW YORK CITY | DEPART FOR HOME

- Visit the Metropolitan Museum of Art
- Depart for home

## 1-Day Tour Extension








### DAY 5: NEW YORK CITY


- Visit the Metropolitan Museum of Art
- Take a tour of NBC Studios
- Enjoy free time in Midtown Manhattan
- *Optional: Broadway show*


### DAY 6: NEW YORK CITY | DEPART FOR HOME

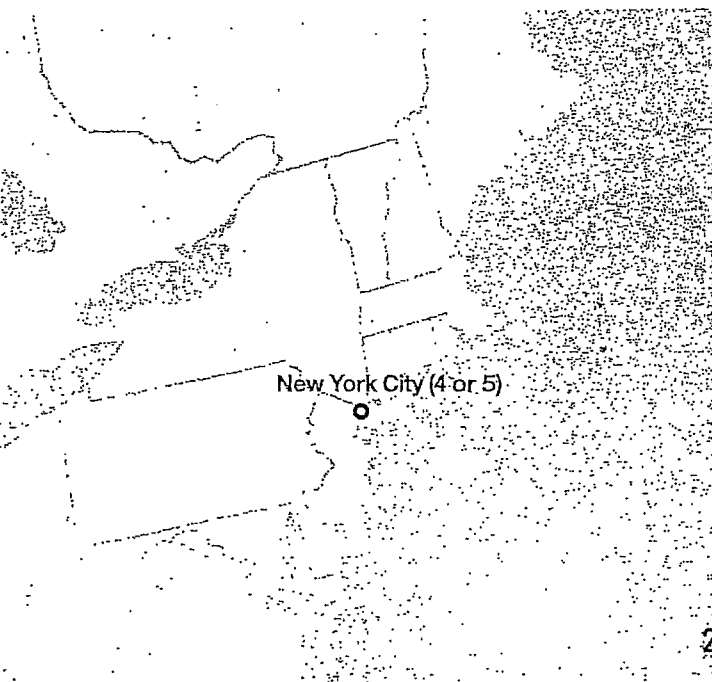
- Visit the Museum of Modern Art
- Depart for home

## EVERYTHING YOU GET

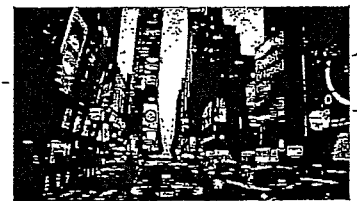
-  Round-trip flights
-  Full-time bilingual Tour Director
-  Motor coach transfers to and from the airport; Metro card
-  4 overnight stays in hotels with private bathrooms (5 with extension)
-  Customary gratuities
-  Professional night security at your hotel
-  Breakfast and dinner daily
-  1 sightseeing tour led by a licensed local guide; 1 sightseeing tour led by your Tour Director

 **Entrance to:** Empire State Building; Lincoln Center; Meet a professional Broadway performer; 2 Broadway shows; National September 11 Memorial & Museum; Drama workshop; Ferry to the Statue of Liberty and Ellis Island; Radio City Music Hall; Metropolitan Museum of Art

 *You can add optional activities to your tour. Additional costs apply.*



Empire State Building



Times Square



Statue of Liberty

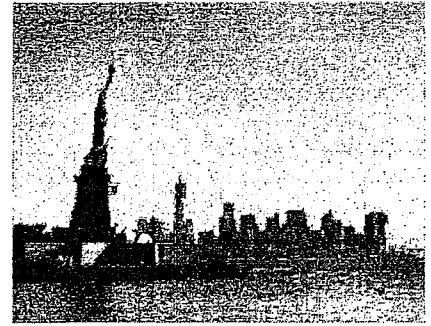


Broadway





# Educational Tours



Dear Student and Family,

I am pleased to announce an exciting student educational trip coming up this Spring Break 2017! We will be heading to New York with EF Educational Tours!

During this trip, we will experience the beauty and culture of this metropolis that is bursting with life. We will explore Broadway and take in two shows and participate in hands on drama workshops with professionals. We will see a bird's eye view of the city from the Empire State Building and visit the Statue of Liberty and Ellis Island.

This is a great opportunity for students to experience first-hand what they've learned in class, make new friends, and become more independent and globally aware.

I have chosen to travel with EF because they have been in the business for over 50 years and have offices around the world including New York- which gives me confidence in them. EF also guarantees the lowest price for high quality tours that are fun, educational and safe. The cost of the tour includes round-trip airfare, a full time EF Tour Director, hotels, breakfast and dinner daily, sightseeing tours led by licensed local guides, coach bus transportation, standard gratuities for guides, private nighttime security, and admission to special attractions.

Discuss this fantastic opportunity with your son or daughter! Join us at a parent information session on **Friday, October 7 at 7:00 pm in the music room (Room 914 at Ballenas Secondary)**. For those students interested in participating, a non-refundable deposit of \$199.00 with a completed application is due by **Friday October 14** to secure their place on tour and save \$100 enrollment discount.

Space is limited so act now!

Sincerely,

Rick Robson

*Please fill out and return to Mr. Robson*

Yes, I plan to attend the informational/registration meeting about the **New York Tour** at **7pm on Friday, October 7 at 7:00pm**

I cannot make this meeting but am interested in hearing additional information. Please contact me to discuss.

I am not interested at this time.

Student Name: \_\_\_\_\_

Parent / Guardian Name: \_\_\_\_\_

Contact number: \_\_\_\_\_ Email: \_\_\_\_\_

# Travel changes lives

An incredible journey lasts a lifetime in the many stories and pictures you bring home. Get ready for a trip that will change your life and teach you to experience the world around you with more independence, confidence and knowledge.

**ALL OF OUR ITINERARIES ARE FUN AND EDUCATIONAL.** Visit sites that amaze you and take part in activities that deepen your understanding of what you're learning in school. These pivotal moments only occur when you take your education out of the classroom and into the extraordinary places you're learning about.

**THE EF PRICE GUARANTEE** protects you from the possibility of price increases due to rises in fuel prices, airline costs or government and airline fees. As soon as you enrol and pay your initial deposit, your Program Price is locked in and will not change; any increases will be absorbed by EF.

**A 24-HOUR TOUR DIRECTOR** (or a facilitator on select tours) stays with each group around the clock on tour, providing insight about each destination as well as great tips on the local scene.

**WE OFFER THE LOWEST PRICES GUARANTEED.** Our unmatched global presence, our nearly 50 years of experience and our continued commitment to making education accessible to as many students as possible allows us to offer the best prices on transportation, accommodations and excursions.

**WE ARE COMMITTED TO YOUR SAFETY.** We have hundreds of offices around the world, with local staff that can assist groups anywhere they travel. Plus, parents can always reach us 24 hours a day at our headquarters.

**ONLINE REVIEWS FROM TRAVELLERS.** We ask every teacher, student and parent to review their EF tour experience. Reviews are online at [eftours.ca/reviews](http://eftours.ca/reviews).



*You are just moments away from the journey of a lifetime.*

Ask your teacher for your tour number and use one of the following methods today:

- **Enrol online at [eftours.ca/enrol](http://eftours.ca/enrol)**  
It's the easiest and fastest way to sign up for your EF tour. Enter your tour number, click "enrol now" and fill out your application.

#### Additional ways to enrol:



**Fax:** Fill out your application form and fax it to 1-800-556-6046.

**Phone:** Call 1-800-263-2806.



**Mail:** Send in your application form to the following addresses:

EF Educational Tours  
60 Bloor Street West, Suite 501  
Toronto, ON M4W 3B8

EF Educational Tours  
407 McGill Street, Suite 400  
Montréal, QC H2Y 2G3  
(for Québec residents)





TIMES SQUARE



STATUE OF LIBERTY



BROADWAY

**MANHATTAN** | The dazzling lights of Times Square. The bustle of Fifth Avenue. The artsy vibe of SoHo and Greenwich Village. Manhattan is like no other place on earth, a powerhouse of finance, media, publishing and the arts. The city pulses with energy and is a symbol of the best of American achievement. New York's landmarks are famous the world over and should be on every must-see list: the Empire State Building, Rockefeller Center, the Metropolitan Museum of Art, the Statue of Liberty and so much more.

**BROADWAY** | More than 40 professional playhouses cluster near the avenue whose name has become synonymous with theatre. Broadway represents the pinnacle of popular theatre, the birthplace of some of the world's most famous musical and dramatic productions. At any given time, dozens of highly acclaimed shows feature the world's top actors, writers, composers and dancers. Your first live Broadway show is an experience you will never forget.

**STATUE OF LIBERTY AND ELLIS ISLAND.** | It has been over 100 years since France made a gift to the United States in the form of the Statue of Liberty, and still "the lady with the lamp" is a top draw for every New York visitor. Designed by Frédéric Auguste Bartholdi, the iconic figure was the first glimpse of a new world for millions of immigrants who made America home. Those immigrants entered America through nearby Ellis Island, an inspection facility that is now a museum portraying the hope and heartbreak of people seeking a better life—a formative chapter in the history of the United States.





SCHOOL DISTRICT 69 (QUALICUM) District Field Trip - Request Form

RECEIVED OCT 13 2016 POLICY 5020

Co-Curricular & Extra Curricular Activities

SCHOOL BAILENAS SEC DATE (of application) OCT 12, 2017

DESCRIPTION OF PROPOSED ACTIVITY TRIP TO NEW YORK.

DATE(S) OF PROPOSED ACTIVITY MARCH 12-17 (SIX DAYS) 2017.

PURPOSE OF PROPOSED ACTIVITY TRAVEL OPPORTUNITY WITH EF TOURS EXPERIENCE MUSIC CULTURE IN NEW YORK BROADWAY MUSICAL, CITY TOUR AND ATTRACTIONS

TEACHER(S) RICK ROBSON

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED ZERO

OTHER ADULTS CLAIRE ROBERTS

GRADE(S) 9-12

SUPERVISION: No. of Students 7 No. of Teachers 1 No. of EAs No. of Parents 1

TRANSPORTATION WESTJET, NEW YORK TRANSPORTATION

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

PROJECTED COST \$ 3125/STUDENT DIRECT COST PER STUDENT \$ 3125.00

SOURCE(S) OF FUNDING PARENTS

ACCOMMODATION/MEALS (type of) HOTEL IN MANHATTAN

- INDICATE BELOW HOW SCHOOL BOARD POLICY 5020 WILL BE FOLLOWED WITH REGARD TO: (a) Parent Information/ Permission (example of distributed form attached) (b) Volunteer Driver(s) form(s) (attached) - for use of non-School District owned vehicle(s) (c) Students will not be excluded through inability to pay expenses (d) Third Party Waiver, if applicable (form attached)

- 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 or designate c) Extended field trips - out-of-province/international -Board of Education 4) This form is NOT REQUIRED for regular inter-school competitions.

APPROVED BY PRINCIPAL: [Signature] DATE: Oct, 12, 2016

THIS SECTION TO BE COMPLETED ONLY IF APPLICATION FALLS INTO CATEGORY 3 (b) or (c)

APPROVED BY: DATE: OR: APPROVED BY THE BOARD OF EDUCATION AT THE MEETING OF: (date) PER: Number of Substitute Days Hereby Authorized:



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## NEWS RELEASE

For Immediate Release  
2016CSCD0058-002055  
Oct. 20, 2016

Ministry of Community, Sport and Cultural Development

### **B.C. gaming grants benefit parents and students**

VICTORIA – The British Columbia government has allocated over \$12 million in community gaming grants to support extracurricular activities for students, while keeping parents connected with their local schools.

Those parent advisory councils (PACs) and district parent advisory councils (DPACs) that work with public and independent schools and applied for grants will share a portion of the overall allocation based on the number of students at their schools. The grants provide support for extracurricular sports, arts, class trips and other school activities.

For a list of the 1,363 PACs and DPACs community gaming grants that have been approved to date, visit: [https://news.gov.bc.ca/files/BG\\_PAC-DPAC\\_GamingGrants\\_Oct2016.pdf](https://news.gov.bc.ca/files/BG_PAC-DPAC_GamingGrants_Oct2016.pdf)

#### **Quotes:**

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

“Organizations that help people work together, like parent advisory councils, are an essential component of healthy communities. These gaming grants help bring together parents, teachers and school officials in partnership to support our youth. The grants also benefit B.C. students by providing extracurricular opportunities that enrich their educational experience.”

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

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

#### **Quick Facts:**

- Every year, the Province distributes \$135 million in community gaming grants to benefit over 5,000 non-profit organizations representing virtually every community in the province.
- Eligible organizations in sectors including arts and culture, sport, environment, human and social services, public safety, parent advisory councils and district parent advisory councils can apply for community gaming grants.
- A PAC is the officially recognized collective voice of parents in their school. A PAC, through its elected officers, may advise the school board, the principal and staff on matters relating to the school and student education.
- DPACs advise the board of education on any matter relating to education in their school

district. DPACs advocate for parental involvement in the education system and give input into the development of education policy and curricula.

**Learn More:**

To apply for a B.C. community gaming grant, visit: <http://www2.gov.bc.ca/gov/content/sports-culture/gambling-fundraising/gaming-grants>

Check out the Government of British Columbia's role in supporting sport, arts and culture through the Ministry of Community, Sport and Cultural Development at: <http://www.gov.bc.ca/cscd>

**Media Contact:**

Media Relations  
Ministry of Community, Sport  
and Cultural Development  
250 356-6334

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Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)



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## NEWS RELEASE

For Immediate Release  
2016CFD0047-002023  
Oct. 17, 2016

Ministry of Children and Family Development

### **B.C. leads Canada, extends support for youth aging out of care**

VANCOUVER – More youth in care will benefit from extended supports, including life skills programs that focus on financial planning, healthy living and employability, thanks to changes to the Agreements with Young Adults (AYA) program.

Previously, AYA was available for former youth in care from their 19th birthday to their 24th. The changes boost eligibility to the age of 26 and increase the length of time a young person can receive benefits, from two years to four, helping ensure more young people from government care have the opportunity to achieve their goals and succeed in life.

The AYA program covers costs like living expenses, child care, tuition and health care, while a former youth in care is attending school or a rehabilitation program. AYA is now also being expanded to include life skills programs, which help give young adults the tools and knowledge that they need to make positive decisions that can enrich their future.

Former youth in care can apply for an AYA as early as Nov. 30, 2016, with life skills courses starting in the new year. An application process for interested service providers will be posted on the BC Bid website on Oct. 18, 2016, and the full list of approved life skills programming service providers will be available online by Nov. 30, 2016.

Enhancements to the AYA program help solidify B.C.'s place as a leader in Canada, exceeding many of the supports and services provided by other jurisdictions. No other province in the country provides this extensive degree of support – and for as long – to young adults who have been in government care.

#### **Quotes:**

#### **Stephanie Cadieux, Minister of Children and Family Development –**

"Like any other young person, youth from care are eager to exercise their independence, but recognize they also need the financial support and guidance to chart their own future. With these changes, they are supported as many other young people their age would be as they move towards adulthood. There are some who will say that these changes don't go far enough; that the only way to help the young adults who are aging out is to keep them in foster care until they are 26. To be clear, these enhancements are based on what our youth have told us that they need."

#### **Ashley Frerichs, Youth Advisory Council and former youth in care –**

"The Agreements with Young Adults program saved me. And now, with the AYA expansion, I'm able to complete my degree in child and youth care, with a child protection specialization,

without having to manage a full-time job on top of a full course load. Now I can focus on getting the most out of my education and plan for my future, without additional stress."

#### **Quick Facts:**

- More than 2,000 young adults have benefited from AYA since the program was established in 2008.
- On average, a young adult on an AYA receives approximately \$1,000 per month, with additional support available for MSP, as well as extended health benefits including dental and optical.
- Last year, the Ministry of Children and Family Development, the Adoptive Families Association of BC and the Federation of BC Youth in Care Networks launched [AgedOut.com](http://AgedOut.com), to help youth in care with their transition to adulthood.
- Now, more than 10,000 users have accessed the site and, in June 2016, government invested an additional \$200,000 to expand its reach.
- Government supports the YWCA's Strive program, which offers under-employed former youth in care between the ages of 17 and 24 hands-on guidance in life skills like financial literacy, time management, decision-making and problem solving.
- The Youth Educational Assistance Fund (YEAFF) supports post-secondary education and training for former youth in care through bursaries of \$5,500 per educational year, up to a maximum of four times, to assist with tuition, books and fees.
- The Province supported the establishment of a youth and young adult mentorship program to be delivered through Covenant House Vancouver.
- Eleven B.C. post-secondary institutions now offer tuition waivers or bursaries to former youth in care. Bursary or waiver recipients may also be eligible for the Vancouver Foundation's Youth Futures Education Fund, which helps cover expenses beyond tuition.
- The Education Achievement Bursary – offered through the Federation of BC Youth in Care Networks – also can help with tuition and registration fees for youth in care.

#### **Learn More:**

To find out more about supports for current and former youth in care in B.C. see: <https://news.gov.bc.ca/ministries/children-and-family-development/factsheets>

Agreements with Young Adults: [www.gov.bc.ca/agreementswithyoungadults](http://www.gov.bc.ca/agreementswithyoungadults)

AgedOut.com helps youth in care prepare for adulthood: [www.gov.bc.ca/agedout](http://www.gov.bc.ca/agedout) or <https://agedout.com/>

MCFD youth programs and services: <http://www2.gov.bc.ca/gov/content/family-social-supports/fostering/child-teens-in-care>

Covenant House Vancouver: [www.covenanthousebc.org](http://www.covenanthousebc.org)

Youth Futures Education Fund: [www.vancouverfoundation.ca/YouthFutures](http://www.vancouverfoundation.ca/YouthFutures)

A backgrounder follows.



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## NEWS RELEASE

For Immediate Release  
2016TRAN0308-002005  
Oct. 14, 2016

Ministry of Transportation and Infrastructure  
Emergency Management BC

### **Students to become B.C.'s Masters of Disaster**

VANCOUVER – A new program to help inspire students throughout the province to do their part to prepare British Columbia families and communities for emergencies is now available in B.C. classrooms.

Minister of State for Emergency Preparedness Naomi Yamamoto announced the launch of the Master of Disaster program, a three-module learning resource, available in both English and French, designed to help Grade 6 students learn about emergency preparedness from a proactive and interactive all-hazards perspective.

To become a Master of Disaster, students gain the knowledge necessary to prepare for the worst should disaster strike, as well as the skills to create more resilient and connected households and families that understand the importance of working together before, during and after an emergency.

The Master of Disaster program was first introduced by PreparedBC as a pilot in five schools in April 2016. Feedback received from teachers and students who participated in the pilot has been incorporated to enhance the program in preparation for today's provincewide launch.

The program was developed in collaboration with public, independent and First Nations school teachers from around B.C., emergency program co-ordinators, parent advisory council members, school administrators and the Insurance Bureau of Canada.

#### **Quotes:**

#### **Minister of State for Emergency Preparedness Naomi Yamamoto –**

"This Master of Disaster program is a fun and interactive way to develop a foundation to guide and help protect our students' families and communities for a lifetime. By teaching children about emergency preparedness when they are young, students can help ingrain these lessons in our culture and better protect B.C. families for generations to come. The resiliency of our province depends on us all taking action, and doing everything we can to prepare for emergencies. I am so proud of the work of our ministry and our partners in making this vision a reality."

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

"Schools need to be safe places for our children. That's why we continue to invest in our globally recognized seismic mitigation program that's seen 155 schools upgraded or replaced. The Master of Disaster program will help students be prepared for and ready to react to any disaster whether they are at school or at home."

**Vice chair, North Vancouver Board of Education Franci Stratton –**

“Safety is a priority for the North Vancouver Board of Education. Safe, sustainable and welcoming facilities for students and staff have driven renewal in our school district. Our board is committed to ensuring we work towards providing families with a sense of security that each child who enters one of our schools is safe.”

**North Vancouver Parent Advisory Council executive Kulvir Mann –**

“After being involved in the Master of Disaster working group, I am very proud to see what a successful program we have created. This program is a great way to help kids and families to mitigate the overall risk to our communities.”

**Vice-president, Western & Pacific, Insurance Bureau of Canada, Bill Adams –**

“Knowing the best way to respond following a disaster results in clear thinking, reduced panic and decisive action. The Master of Disaster program provides comprehensive yet practical information to young people that will contribute richly to creating a culture of preparedness in the next generation. Insurance Bureau of Canada applauds the Government of British Columbia on its pioneering effort in the development and launch of this exciting new program.”

**Quick Facts:**

- Master of Disaster is currently targeted at Grade 6 students, based on recommendation by the Ministry of Education; however the program is flexible and adaptable and can be used for a variety of school-aged children.
- Students will receive a Master of Disaster certificate for completing the program.
- Each Master of Disaster module is aligned with the new provincial curriculum and supported by worksheets, learning plans, a multi-media library and a role-playing game featuring a colourful cast of community characters.
- Master of Disaster fits with Yamamoto’s mandate toward making emergency preparedness a priority in British Columbia (through public education), a direct recommendation of the Office of the Auditor General and Henry Renteria reports.
- The learning materials are available to all schools in B.C., including public, independent, francophone and First Nations schools, as well as home study.
- To ensure ease of adoption, the learning resources align with the principles of the new curriculum standards rolled out by the Ministry of Education.
- On Oct. 20 at 10:20 a.m., hundreds of thousands of British Columbians will take part in the Great British Columbia ShakeOut. They will be joined by millions around the globe in a “Drop, Cover and Hold On” drill to help make sure British Columbians are prepared well before the ground begins to shake.

**Learn More:**

Master of Disaster Learning Resources: <http://ow.ly/Eqnv304ThIF>

PreparedBC: [www.gov.bc.ca/PreparedBC](http://www.gov.bc.ca/PreparedBC)

Emergency Info BC: [www.emergencyinfobc.gov.bc.ca](http://www.emergencyinfobc.gov.bc.ca)

The Great British Columbia Shakeout: <http://www.shakeoutbc.ca>

Build an emergency kit: <http://ow.ly/4nabze>

Household preparedness: <http://ow.ly/4nabCo>

**Media Contact:**

Media Relations

Government Communications and Public

Engagement

Ministry of Transportation and Infrastructure

250 356-8241

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## NEWS RELEASE

For Immediate Release  
2016EDUC0125-001904  
Oct. 6, 2016

Ministry of Education

### It's October: happy Library Month!

VICTORIA – The Province has proclaimed October as Library Month – it's a great time to celebrate literacy and check out your local library to see how it's evolving to support your community today.

Libraries help British Columbians from all walks of life access the services and programs they need to be successful in our changing world. More than just books on shelves, B.C. libraries are keeping up with evolving technologies and adapting to the needs of people today and in the future.

Here's how you can use your library to get connected to your community and the world:

- **You can visit from anywhere.** Access e-books, digital newspapers, research databases and find a program or event to attend all from your library's website.
- **They're busier than ever before.** Total library visits in person and online have more than doubled since 2004, and 38.6% of British Columbians have an active library card.
- **They have a lot to offer!** Libraries circulated over 53 million items last year, including e-readers, story-kits and book club sets.
- **Need to access a computer?** Go use one at your library! Computer workstations in public libraries were used 4.1 million times last year. That's 2.4 million more times than in 2004.
- **Get involved in your community** by joining a conversation circle, study group or summer reading club. In 2015 British Columbians attended library programs 1.6 million times and a record-high 66,000 programs were offered.
- **They get you connected.** British Columbians used libraries' free Wi-Fi services 4.5 million times in 2015. That's an increase of 42% from the year before.
- **You don't have to be a bookworm.** Today's libraries house collections of DVDs, video games, comic books, CDs, maps and sometimes even musical instruments.
- **Get tech-savvy.** You can learn a lot about technology and computers at your library. Many libraries offer courses on basic computer skills, and some even have coding and robotics camps.
- **On the hunt for a job?** Many libraries offer resume building workshops and have printers for public use.

As part of Library Month, the British Columbia Teacher-Librarians Association is hosting the 10th anniversary of the Drop Everything and Read (DEAR) challenge. On Oct. 24, 2016, all British Columbians are invited to drop everything, put down their work and turn off computer screens so they can read a book, magazine or newspaper for 20 minutes.

#### Quotes:

**Mike Bernier, Minister of Education –**

“Libraries are the key to building communities of lifelong learners and earners. They are supporting B.C. communities with fantastic programs and services for everyone – children, adults, life-long residents and newcomers. I urge every British Columbian to go out and find what their local library has to offer this Library Month.”

**Surinder Boghal, chief librarian, Surrey Libraries –**

“Digital literacy is vital to success in today’s society and workforce, and our libraries play an important role. In addition to providing access to free computers and Wi-Fi, we provide many programs to improve digital literacy. We offer services such as helping people with resumes, downloading eBooks, or learning basic computer skills. Our libraries also offer programs that one may not expect to find in a public library, such as coding clubs, hackathons and Minecraft for kids. We have Curiosity Corners – iPads loaded with age-appropriate apps to encourage children’s learning. Our libraries are much more than books – they are vibrant community hubs that connect people to lifelong learning, information and ideas.”

**Quick Facts:**

- British Columbia’s first public library opened in 1891.
- Since then, they have served as community hubs providing access to information, programs and services that support literacy for B.C. residents.
- Today, there are 71 public library systems in B.C. with 247 library service locations serving more than 360 communities.

**Learn More:**

To learn more about libraries in B.C.: <http://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/public-libraries>

**Media Contact:**

Government Communications and Public  
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Ministry of Education  
250 356-5963

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## STATEMENT

For Immediate Release  
2016EDUC0139-001922  
Oct. 5, 2016

Ministry of Education

### **Education Minister's statement on World Teachers' Day**

VICTORIA – Education Minister Mike Bernier released the following statement on World Teachers' Day:

“Today we celebrate World Teachers' Day by honouring the countless contributions teachers make in and out of the classroom every single day. Teachers in our province are playing a vital role in helping to give B.C. students a head start on future success.

“Our students are making great achievements in music, academics, sports – and every subject in between. The credit for this goes to the many skilled, professional and dedicated teachers guiding our students. And the results are clear – B.C.'s education system is ranked first in the English-speaking world for outcomes in reading, science and mathematics.

“With the help of our teachers, British Columbia's education system is continuing to evolve to meet the needs of students and families in a changing world. Teachers helped develop the new hands-on curriculum and are, in large part, responsible for the great changes happening in schools throughout the province.

“Students in kindergarten to Grade 9 are now learning the Province's new curriculum, and next year grade 10-12 students will do the same. The new curriculum is a huge step for education in B.C. – giving students the tools they need to be successful.

“Our teachers are the backbone of B.C.'s strong and thriving education system, providing every student the opportunity to be the best they can. Today and every day, I am grateful to B.C.'s teachers for their continued dedication and support.”

#### **Media Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
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## NEWS RELEASE

For Immediate Release  
2016EDUC0120-001882  
Oct. 4, 2016

Ministry of Education

### **Parents asked to share thoughts on progress reporting for their children**

VICTORIA – Parents around the province can share their thoughts on how they want to keep track of their child’s progress from kindergarten to Grade 9, thanks to a broad public engagement kicking off today.

The world is changing and British Columbia’s new curriculum is making sure the next generation of students have the skills they need to succeed in that changing world. With the introduction of the new curriculum, other parts of the education system will also be updated.

Student progress is reported in many different ways, including report cards, parent-teacher meetings and regular student/parent/teacher check-ins. Government is asking parents to share their thoughts on report cards and all types of progress reporting by visiting: <http://engage.gov.bc.ca/yourkidsprogress> before Feb. 28, 2017.

The input received from parents will help shape the information they receive and how they receive it starting in the 2017-18 school year. Additionally, the Ministry of Education is hosting 10 community meetings throughout the province so parents can offer their input in-person and ask questions about how reporting could work.

All feedback will be considered as a provincial student reporting approach is finalized, giving families a deeper understanding of their child’s progress through timely and comprehensive information. A summary report on what was heard during the engagement will be produced and posted online in June 2017.

There will be opportunities for parents to give input on progress reporting in grades 10-12 in the future.

#### **Quotes:**

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

“Parents want to know how their child is doing at school – and our new curriculum is an opportunity to make sure we are giving parents the right information. We have a real opportunity for parents to get an even deeper understanding of their child’s progress. I’m encouraging everyone to fill out the feedback form and take part in their nearest public meeting.”

##### **John Bird, president, BC Confederation of Parent Advisory Councils –**

“The need for more frequent and timely progress reporting has never been more evident, especially when considered in the context of the new curriculum. Assessment and reporting

must be designed to support the successful development of competencies, such as critical thinking and communication skills. At the same time, we must ensure that our attention to literacy and numeracy is sustained. It is an exciting time for parents, who will have opportunities to engage in their children's learning in more meaningful ways."

**Quick Facts:**

- Ten community meetings are being scheduled around the province, giving families the opportunity to talk to ministry and school district officials and participate in small, facilitated discussions.
- These meetings are open to everyone, including parents and groups from surrounding school districts.
  - October:
    - Greater Victoria
  - November:
    - Kimberley
    - Dawson Creek
    - Terrace
  - January:
    - Abbotsford
    - Surrey
    - Port Hardy
    - Kamloops
  - February:
    - Richmond
    - Penticton
- Details on meeting times and locations will be updated on the engagement website at: <http://engage.gov.bc.ca/yourkidsprogress/en/communitymeetings/>

**Learn More:**

Learn more about the new parent engagement and how to provide your feedback by visiting: <http://engage.gov.bc.ca/yourkidsprogress>

**Media Contact:**

Media Relations  
Ministry of Education  
250 356-5963

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## NEWS RELEASE

For Immediate Release  
2016EDUC0116-001839  
Sept. 28, 2016

Ministry of Education

### **Province invests to eliminate student transportation fees for Qualicum families**

PARKSVILLE – Families in the Qualicum school district will no longer pay fees for students riding school buses within their schools' catchment area thanks to \$426,341 in funding under the new provincial Student Transportation Fund.

MLA for Parksville-Qualicum Michelle Stilwell announced today on behalf of Education Minister Mike Bernier that the Qualicum school district will use the new funding to eliminate bus fees, add GPS and video cameras on all buses and improve school drop off and pick-up areas. Funds will also be used to maintain the district's dispatch position that ensures students get to and from school safely.

School districts must submit a plan to the Ministry of Education outlining how they will use the funding to enhance transportation services for students and families.

The amount of funding a district is eligible for is based on a formula tied to the Ministry of Education's student location factor, which is used to determine the rural makeup of a school district. Districts are required to report back on the outcomes and benefits they achieve as a result of the funding.

The new \$14.7-million new Student Transportation Fund was announced in August to help school districts provide affordable and accessible transportation for B.C. families.

As a result of B.C.'s strong economic growth and fiscal discipline, government is able to support and fund projects that make a real difference in the lives of British Columbians.

#### **Quotes:**

#### **Michelle Stilwell, MLA Parksville-Qualicum –**

"Eliminating school bus fees paid by families with this funding ensures our students will continue to receive reliable, safe transportation for their school commute and the money saved can be used to focus on other family priorities."

#### **Quick Facts:**

The Student Transportation Fund builds on government's recent investments to further strengthen B.C.'s education system and support student learning, including:

- \$25 million of administrative savings returned to school districts to invest in students;
- \$2 million Rural Education Enhancement Fund to help keep schools open;
- \$28 million to ensure enrolment increases and labour settlements are covered; and,
- \$6 million to train teachers on coding and new curriculum and to buy computers.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Curriculum Implementation Advisory Committee  
**Meeting Location:** District Resource Centre (DRC)  
**Meeting Time:** October 17, 2016

### Check In:

- Will improve the access to the application process.
- Busy at schools and people don't seem to be thinking about this yet. Will send out a reminder.
- Class reviews seem to indicate an interest and some thought into Curriculum Implementation.
- Nervousness/anxiety about assessment.
- How do we make sure we are working with parents to understand the changes?

### What applications?

- Deadline is October 31. Have 3 applications filed as of now.

### What is Pro-D and what is Curriculum?

- Matrix is in development and was presented to the committee.

### Criteria:

- Discussed. Two application dates. First funding \$4000, and \$6000 in the spring. Want to make the process fair for all. Needs to fit with our definition of Curriculum Implementation (re:Matrix).

### Accountability:

- Self-evaluation and self-reflection based on questions in new curriculum. Possibility of presentation.

### DRC resources:

- Discussed resources that are coming.

### Next meeting:

- November 28, 2016



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Indigenous Education Advisory Committee  
**Meeting Location:** Indigenous Education Services - Winchelsea Place  
**Meeting Time:** October 17, 2016

Upcoming events for October and November:

- CUPE Pro-D – Presentation on the Intergenerational Impact of Residential Schools
- Winter Celebration with art displays, music presentations and other displays, performances especially for Indigenous Students and their families.

Ideas for the future for Indigenous Families:

- Brainstormed ideas that could create a 'Friendship Centre-like' environment.
- Plan for a monthly workshop type gathering (to begin the process). Then grow this idea into a possible friendship centre for all.
- Survey people at the upcoming Winter Celebration to gauge interest and start with a workshop in December.

Staff Report:

- Staff are spending 4 days in their school based work and one day as a District Wide Day.
- During the District Day staff are presenting at schools, in classrooms and in the community.
- A presentation at the Qualicum Beach Museum was well received by students and parents.
- The Indigenous Services staff has 10 centres on different themes. In one centre, for example, a staff member used the 'classroom' to conduct an immersion experience in Indigenous language. This experience was then tied to the experiences children may have had at Residential Schools. This experience seemed to help students to gain empathy for the experiences of Indigenous children.
- In the district this year we have 449 students confirmed as qualifying for Indigenous services. There are about 10 students that are not yet confirmed as "Indigenous."

Next Meeting:

- November 21, 2016





SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Building Learning Together Coalition  
**Meeting Location:** Family Place  
**Meeting Time:** October 6, 2016

The Oceanside Building Learning Together (OBLT) is our early learners program, which is operated as a non-profit society. The Coalition includes community groups, government agencies and others who are interested in early learning in District 69. OBLT operates Munchkinlands at Qualicum Commons and Family Place as well as Storybook Village.

The Heart-Mind Interest Group emerged from the OBLT Coalition and is dedicated to operationalizing Heart-Mind Principles into the Oceanside Community. Membership is fluid and open.

### OBLT Coalition

Goals for the next year:

1. Preparing an Early Years Community Strategic Plan  
Planning to plan – Explanation and dialogue re: Spirals of Inquiry. Next step to find a time to present scanning information.
2. Heart-Mind Activities  
Heart-mind challenge has been informally presented at Ballenas and PASS/Woodwinds. Follow up with a document that outlines the challenge.  
Reminder of the Heart/Mind Interest Group meeting October 19 at 2:00 pm. All are welcomed.
3. Continue to bridge between Early Childhood Education providers and Kindergarten.

### Agencies Updates

OBLT/Munchkinlands and WOW bus:

- Spooktacular (October 27 at Storybook Village)
- OBLT AGM November 1
- Mother Goose Programs (More info on website)
- Barn Dance went well
- Wow Bus fundraising is on target

Child/Youth Mental Health:

- Anxiety reduction groups and programs for all ages and more are needed.

Pacific Care:

- October 15 – mini conference on risky play and rejuvenation (2 workshops) at Qualicum Commons. Presentations in partnership with OBLT.

RDN and SOS:

- Programs underway and well subscribed

Career Centre:

- New program – Ready, set, work. Also programs for all people looking for employment in our area.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** Eve Flynn  
**Event Name:** BCPSEA Symposium  
**Meeting Location:** Vancouver, BC  
**Meeting Time:** October 13/14, 2016

### **Committee Report:**

This symposium is held annually to provide professional development to School District Human Resource Managers/Superintendents/Secretary Treasurers and Trustee Representatives on present day issues in human resource management and labour relations.

This year's theme was Leadership in Times of Change. The keynote speaker, Tracey Gurton, (Sauder School of Business, UBC) set the stage for transformational change in our school districts: revised curriculum, shifting accountabilities and adjusting reporting requirements.

Working sessions focused on making change work and the influencing strategies that senior managers can use to affect change. Our Principals and Vice Principals are key to this success.

BCPSEA Senior lawyers gave a labour relations update for BC and across Canada. Of note will be the judgement from the Supreme Courts of Canada on the challenge by the BCTF that their right to bargain class size and its removal in 2002 was a violation of their Charter of Rights and Freedom. The Court will hear arguments starting November 10, 2016.

Informative sessions on Mental Health in the Workplace and the employment environment around Freedom of Information and Privacy Protection were also addressed in the program.

All presentations from the Symposium may be found on the BCPSEA website.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p><b>September 27, 2016</b> Letter to Minister Bernier re: exemption from current Foundation Skills Assessment testing until a new assessment tool is identified</p>	Board Chair	Letter sent – awaiting response from Ministry	
<p><b>September 27, 2016</b> Letter to Minister Bernier requesting a response to the recommendations of the Select Standing Committee on Finance and Government Services</p>	Trustee Austin	Letter sent – awaiting response from Ministry	
<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	In abeyance

**From:** Ray, Rachele EDUC:EX [mailto:Rachele.Ray@gov.bc.ca]  
**Sent:** Friday, October 14, 2016 11:59 AM  
**To:** Ron Amos; Chris Dempster  
**Subject:** SD69 Amendment to APFA for SEP-Action Required

Hello

I am pleased to provide an amendment to the Annual Programs Funding Agreement, also attached is a copy of your original agreement for your convenience. This amendment reflects the projects approved in the second round of the 2016/17 School Enhancement Program (SEP) as identified in your SEP submission of September 15th, 2016. This amendment also reflects the increase to the Nanoose Bay and Bowser Elementary project approved earlier this year.

The approved funding amount is as follows:

Program	School Name	Project Type	Funding
SEP	Ecole Secondaire Ballenas Secondary, Kwalikum Secondary and Bowser Elementary	Flooring Enhancement	\$202,300
SEP	Nanoose Bay and Bowser Elementary	Mechanical Upgrade	\$103,569

Capital funding for the projects will be accessed through your existing Certificate of Approval (COA) issued to the School District. Your COA will be amended to reflect the recently approved SEP project amount following the necessary steps outlined below:

- One (1) copy of the attached amendment to the Annual Programs Funding Agreement must be signed by the Board or an authorized designate, such as the Secretary-Treasurer.
- The copy of the signed amendment to the Annual Programs Funding Agreement may then be **scanned and emailed to your Planning Officer.**
- Following receipt of the amendment to the Annual Programs Funding Agreements, the Capital Delivery Branch will amend your existing COA enabling the School District to draw capital funds as required for the project expenditures.
- The Capital Delivery Branch will also return one (1) copy of the amendment to the Annual Programs Funding Agreement, as signed by both the Board and Ministry representative, for the School District records.

If you have any questions or require guidance with this you may contact Damien Crowell, Planning Officer, at [Damien.Crowell@gov.bc.ca](mailto:Damien.Crowell@gov.bc.ca) or 250-893-6477.

I wish you every success with this project and look forward to completion and full expenditure of capital funds before March 31, 2017

**Rachele Ray** | Regional Director | Capital Delivery Branch | Ministry of Education  
 Phone: 778-677-6219 | email: [Rachele.Ray@gov.bc.ca](mailto:Rachele.Ray@gov.bc.ca)



Where ideas work





SD69 QUALICUM

**Ron Amos**  
**Secretary-Treasurer**

## Memo

**Date:** October 25, 2016  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** **Annual Five Year Capital Plan**

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### Background/Rationale:

In the letter dated June 28, 2016, the Ministry of Education recently requested for the submission of the five-year capital plan.

As per the Ministerial policy,

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

The 2017/18 Capital Plan submission has changed from previous formats in a number of significant ways:

- The 2016/17 Capital Plan Instructions actually apply to the five fiscal years 2017/18 to 2021/22.
- The Five Year Capital Plan submission and supporting documentation must be submitted to the Ministry by 30 Sept 2016. Board approval is still required.
- All capital funding programs, with the exception of the Annual Facility Grant (AFG) are to be included with the same submission.
- The plan requires Districts to consider the projects based on seven defined programs: Seismic Mitigation (SMP), School Expansion (EXP), School Replacement (REP), Building Envelope (BEP), School Enhancement (SEP), Carbon Neutral Capital (CNCP) and Bus Replacement (BUS).
- The submission is via a single Excel spreadsheet with a separate workbook for each program
- The school district priorities are to be set by individual program (not a global priority list as in previous years)
- Only BEP projects currently on the Ministry list can be submitted under this program. Other projects concerning building envelope should be submitted under the School Enhancement Program.
- Capital projects can span multiple programs i.e. seismic and addition. These projects should be submitted under both programs in the Capital Plan submission

The SMP and BEP programs generally reside with the Province and their ongoing efforts to which our District has no identified needs. Our Districts submission only includes projects within the scope of the last 3 programs, SEP, CNCP and BUS.

### Recommendation:

**THAT** the Board of Education of School District 69 (Qualicum) approve the Annual Five Year Capital Plan as submitted.

**CAPITAL PLAN - 2017/18 Call for Projects**  
**School District No. 69 Qualicum**

**School Enhancement Program (SEP)**

Priority	Facility Name	Project Type	Primary Driver	Project Description	Project Benefits	Value	Phased?
1	Springwood Elementary	Mechanical Upgrade	Energy Savings	Boiler Replacement	Operational and Energy efficiencies	400,000	N
2	Ballenas Secondary	Electrical System Upgrade	System Renewal	Transformer replacement	End of life, requires replacement	186,150	N
3	Ballenas Secondary	Heating and Ventilation Upgrade	Operational Savings	HVAC System	Interior air quality and occupant comfort will be improved	725,000	N
4	Kwalikum Secondary	Window Upgrade	System Renewal	Cladding/Window Replacement	Repainting the old stucco requires specialized product, done every 7-8 years, cladding extends life	850,000	Y
5	Ballenas Secondary	Roof Repairs or Replacement	System Renewal	Roof replacement	Prolongs life of building	2,706,882	Y
6	Winchelsea Place	Roof Repairs or Replacement	System Renewal	Roof replacement	Prolongs life of building	594,252	N

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**Carbon Neutral Capital Program (CNCP)**

Priority	Facility Name	Project Type	Primary Driver	Project Description	Project Benefits	Value	Phased?
1	Springwood Elementary	Solar work		SV panels/coating to extend roof life	Emissions reduction/cost savings/educational opportunities	315,477	N
2	Kwalikum/Ballenas Secondary	Lighting		LED lighting upgrades	energy savings/reduced emissions	160,000	N

**Bus Replacement Program (BUS)**

Unit#	Kilometers	Year	Current Bus Type	New/Replacement	Comments	VIN
4694	319,104	2004	C (70-75)	Replacement	addition of lift to this unit	
2692	414,693	2002	D (80+RE)	Replacement		
4693	294,347	2004	C (70-75)	Replacement		
4692	294,757	2004	C (70-75)	Replacement		
2691	370,332	2002	D (80+RE)	Replacement		
3691	350,493	2004	D (80+RE)	Replacement	heavy rust on frame and under carriage	



June 28, 2016

VIA EMAIL  
Ref: 188465

To: All Superintendents  
All Secretary-Treasurers  
All School Districts

**Re: 2016/17 Capital Plan Instructions (v1)**

---

Attached are the 2016/17 Capital Plan Instructions (v1) for your action. These instructions along with the 15/16 Capital Plan Allowances, Rates and Costing Factors will be posted shortly on the ministry website at:

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

Overarching changes to these instructions are related to:

- Additional clarity on the mandate of each funding program to assist school districts in aligning projects that are being submitted for funding request and future planning.
- Phasing out the requirement of Project Identification Reports for school districts high-priority projects and instead using the Project Request Fact Sheet template with clear expectations on what information is required to be provided.
- Phasing out the 5-year capital plan project summary from a dated web-based system to an excel spreadsheet.

The Ministry will be providing webcasts on these Capital Plan Instructions throughout the coming months to school districts to field any questions related to the instructions. The webcast schedule will be sent to you shortly.

Note that the Five-Year Capital Plan Summary Spreadsheet identified in the Capital Plan Instructions will be emailed to each school district separately by your Regional Director or Planning Officer.

I want to thank you for your patience as we developed this year's instructions. We have tried to incorporate the feedback and interest of many of you into these instructions. As such, they took longer to develop than we had originally anticipated. We have adjusted the submission deadline to September 30, 2016.

.../2

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**Ministry of  
Education**

Standards and Construction  
Branch  
  
Capital Division

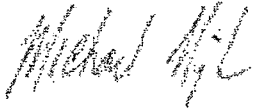
Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

We anticipate Capital Plan Instructions being released in January / February going forward, with submission deadlines by the end of June.

Should you have any questions, I encourage you to contact your Regional Director, or myself, and to participate in one or more of the upcoming webcast sessions.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Nyikes". The signature is written in a cursive, slightly slanted style.

Michael Nyikes, Director  
Standards and Construction Branch

Attachments: 2016-17 Capital Plan Instructions v1 Final.pdf  
Appendix F – Project Request Fact Sheet.docx  
Appendix H – Capital Bylaw doc.docx

Pc: Shanna Mason, Assistant Deputy Minister, Capital Division  
Renée Mounteney, Executive Director, Capital Delivery Branch  
Carlo Vijandre, Manager, Facility Condition, Standards and Construction Branch  
All Regional Directors & Planning Officers, Capital Delivery Branch



## ENROLMENT REPORT FOR SEPTEMBER 30, 2016(SNAPSHOT)

SCHOOL	Home Ed.	KF	Grade Level												Elem Ungr	Sec Ungr	GA	Intl. Prog.	Elem. Total	Sec. Total	FTE Total	School Total	Loss/ Gain
			1	2	3	4	5	6	7	8	9	10	11	12									
Ballenas Secondary School <i>Immersion</i>							164	136	153	166	154	154			1		101		774	867.8750	872		
PASS/Woodwinds		0	0	1	2	0	0	1	8	20	34	79						5	142	147.0000	147		
<i>Continuing Ed. Program (Adults)**</i>											2	9				2			13	1.8750	13		
Kwalikum Secondary	4						141	105	105	114	128						65		593	567.1250	593		
Arrowview Elementary		37	34	25	52	31	48	26									1		291	291.0000	291		
Bowser Elementary	3	15	25	26	25	26	24	23	24										188	188.0000	188		
Errington Elementary	2	35	42	44	30	58	36	44	26										315	315.0000	315		
False Bay School		7	2	5	5	2	4	0	4	1								29	1	30.0000	30		
Nanoose Bay Elementary		43	29	31	30	30	25	38	23										249	249.0000	249		
Oceanside Elem. - Regular <i>Immersion</i>		20	19	9	15	17	10	18	21								1		129	412.0000	412		
Qualicum Beach Elementary		44	47	40	43	34	32	23	20										283				
Springwood Elementary		29	34	43	50	38	51	49											348	348.0000	348		
SUB-TOTALS	9	276	281	280	310	294	278	306	267	337	263	302	331	385	0	1	2	171	34	3879	3871.8750	3913	0
CEAP		4	4	6	10	9	7	5	13	22	78	88	147				10	2	54	358	153.0000	412	
TOTALS	9	280	285	286	320	303	287	313	272	350	285	380	419	532	0	1	12	173	88	4237	4024.8750	4325	0

NOTE:  
 In February FTE will be edited to reflect February snapshot data  
 September FTE for:  
 CEAP: 153.000  
 CEC: 1.8750  
 FBS: 30.000  
 BSS: 867.8750  
 KSS: 567.1250  
 PASS/WW: 147.000



SD69 QUALICUM

**Ron Amos**  
**Secretary-Treasurer**

# Memo

**Date:** October 25, 2016  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** Transportation Update

**Background/Rationale:**

At the August 30, 2016 Regular Board meeting, the Board discussed the new Transportation funding which allowed Districts to make transportation more affordable and accessible for BC Families. It was shared that conditions to the funding were to eliminate eligible rider fees and the submission of a District Transportation Plan. Eligible rider fees were subsequently eliminated, including refunds and a Transportation Plan was submitted (see attached). We have since received notice that the Plan was approved and that the funding of \$426,341 would be released.

As a follow up request from the Board, was the motion to continue to monitor the Districts Transportation levels and provide a report back to the Board at is October Regular Board meeting.

To date all issues have been resolved with regard to bus capacities and routing. No new routes were required and the Department is in the process of advising waitlisted Courtesy riders (10) of the availability of seats.

Below is a 2 year summary of the District's ridership data:

	15/16 @Jun30		16/17 @Oct17	
Total Ridership				
Eligible	1,097		1,139	
Courtesy	388		425	259-cross boundary/166 district program
Financial Assistance	154	Courtesy and eligible riders	38	Courtesy riders only
ISP	86		58	
	1,725		1,660	

Although we are slightly down from last year, it is anticipated that usage will increase over the course of the year as the weather changes. It is also noted that we have been able to accommodate additional courtesy riders despite the waiving of fees for eligible riders.

The next summary shows the same data but at the school level, including some information related to the Whiskey Creek/Hillier/Coombs area that is being discussed later in the Board meeting.

	Total	FA*	ISP	Courtesy	WC/Hill**	Both	Total	FA*	ISP	Courtesy	WC/Hill**	Both	
BSS	352	20	44	?	19	?	374	-	35	?	18	7	
KSS	327	27	39	?	45	?	303	-	21	?	44	3	
P/WW	45	17	2	?	5		35	-	-	?	1	-	
AES	40	1	-	?	1		40	-	1	?	-	-	
BES	133	11	-	?	-		123	-	-	?	-	-	
EES	229	30	-	?	54		238	-	-	?	49	-	
FBS	16	-	-	?			18	-	-	?	-	-	
NBES	142	14	-	?			135	-	-	?	-	-	
OES	139	4	-	?	6	6	131	-	-	?	7	7	
QBES	204	18	1	?	35	35	182	-	-	?	44	44	
SES	98	12	-	?			81	-	1	?	-	-	
Total	1,725	154	86	388	165	41	1,660	38	58	425	163	61	
	* Financial Assistance (fees waived)												
	** based on location of the stop												

Of note on this summary is that although financial assistance has always been offered, the reported numbers has declined due to the waiving of fees for all eligible riders, now only courtesy riders need to request consideration.

We will continue to monitor the transportation levels throughout the year as is our usual practice.

**For information only**



October 3, 2016

To: Ron Amos  
Secretary-Treasurer,  
School District #69 (Qualicum)  
Email: ramos@sd69.bc.ca

Dear Ron:

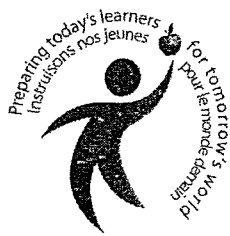
Thank you for submitting your plan for student transportation investments. Upon review, I am pleased to inform you that funding of \$426,341 has been approved for your school district. This funding will be added to the 2016/17 grant payment schedule shortly.

Please contact Jonathan Foweraker, Director of Funding and Allocation at [Jonathan.Foweraker@gov.bc.ca](mailto:Jonathan.Foweraker@gov.bc.ca) or if you have any questions.

Sincerely,

George Farkas,  
ADM – Resource Management and Corporate Services Division

cc: Eve Flynn, Board Chair



# SCHOOL DISTRICT No.69 (QUALICUM)

## Student Transportation Fund – District Transportation Plan

As written in School District 69 **Board Policy 7054: Transportation of Students by District School Bus Service**, the Board of Education believes in providing an efficient and self-sufficient (cost neutral) system of safe transportation for eligible students to and from school .

The School District's transportation system was reviewed in 2012 with a full public consultation process undertaken. At that time there were 29 routes servicing 1,463 courtesy and eligible riders. The resulting recommendations included the will to increase the ridership levels, to find efficiencies in the bus runs, and to find operational savings e.g. potential use of alternate energy. The Board at the time supported the need for an efficient and effective bus system for transporting eligible student to and from school.

In 2014 the District went through a reorganization dismantling its middle school model, resulting in a K-7, 8-12 grade configuration and the closure of four elementary schools. It was at this time that the current operating practice was formalized. As part of the Board's commitment to specific rural areas, the Policy was revised to include some exceptions to the walk limits as well as for courtesy riders where seat space was available. By this time there were 24 routes, including 3 for special needs students and 1 dedicated to Lasqueti Island, an isolated rural community. At this time the system was transporting approximately 1,725 students.

Over the past 2 years, even when faced with Operating grant reductions, the Board has continued to support the transportation of students by maintaining the existing routes as well as the budget levels, including staffing and expenses. The recent 16/17 budget deliberations have also added funds to support off-site curricular experiences allowing for equitability among the geographically dispersed schools. The Board has supported these decisions with the use of operating reserves and maintaining its position on ridership fees.

In anticipation of receiving new funding from the Student Transportation fund, the Board has been able to relax its policy of charging for eligible riders so that at the Regular Board meeting of August 30, the Board passed a motion,

*THAT the Board of Education for School District No. 69 (Qualicum) eliminate the charging of fees to eligible riders effective immediately, with refunds of any fees paid to eligible rider for the 2016/17 school year; and*

*THAT the Board request staff to continue to monitor the Districts Transportation levels and provide a report to the Board at the October Regular Board meeting as to any further action that may be required.*

Also at that meeting the Board was apprised of the need to monitor the situation. With the elimination of the eligible rider fees there may be increased demand for the service resulting in the need to displace courtesy riders and may also require further review of routes and capacities.

As outlined below, we currently transport approximately 42.5% (1,721/4,052) of our student population on our 24 routes. The ride times do vary depending where a child lives in relation to their catchment school. In looking at our rural schools and one of the longer runs, an elementary child can be on the bus anywhere between 5 minutes to 45 minutes. A long ride for a high school student is approximately 65 minutes.

Our walk limits fall within the Ministry recommendations and are more liberal in the 4-7 range in order to maintain consistency given our configuration model.

<b>Rider Demographics</b>		<b>H/C</b>	
Eligible Riders (in catchment/beyond walk limit, charged \$75/rider/year)		1,080	63%
Courtesy rider (charged \$125/rider/year)		388	23%
<b>Total Fee paying</b>		<b>1,468</b>	<b>85%</b>
<b>Fee waived</b>			
International student program		100	6%
Financial Assistance		153	9%
		<b>1,721</b>	<b>100%</b>
<b>Bus routes</b>			
Regular runs			20
Special Needs			3
Lasqueti			1
Ride Time:		Elementary	5-45 mins
		Secondary	max. 65 mins
		Average	30 mins
Average Bus run:		140	kms
<b>Total Students</b>			
Regular Programs (incl. STREAM/SOLE/Alt)			3,523
French Immersion			384
ISP			145
			<b>4,052</b>
<b>Walk Limits:</b>			
	SD69	Ministry	
	K - 7	3.2 km	K - 3      3.2 km
			4 - 6      4.0 km
	8 - 12	4.8 km	7 - 12    4.8 km
<b>Exceptions:</b>			
Nanoose Bay, Errington, Coombs and Bowser	All grades	1.5 km	

As indicated earlier it is not yet known what the impact of the elimination of the eligible rider fees will have on the system. With the Board's support over the years, our transportation department has been able to address concerns regarding modifying routes to accommodate changing demand and need. They have addressed new and existing students with disabilities through the use 3 specific buses as well as some accommodation on regular buses equipped with lifts. Ride times and location of bus stops continue to be determinants when there is consideration of establishing the routes and runs. It is anticipated that our internal practice will continue its due diligence as we manage and review the upcoming year.

To highlight the Boards commitment to improving transportation safety and efficiencies, here are some examples of enhancements to the system that have been recently undertaken:

- Addition of GPS monitoring software and video cameras on all buses
- Automation of pre/post trip process
- Use of routing software
- Improved access and egress on all sites
- Improved school drop off and pick up areas at schools
- Relocation of bus garage creating enhanced bus parking and maintenance facilities
- Maintaining the dispatch position, allowing time for parent/school communication

We have also enhanced the transportation service in support of district principles by maintaining shuttle routes from previously closed schools to ensure student safety along arterial streets and walking routes. For example, shuttling from the closed Parksville Elementary site to Springwood Elementary to avoid the Alberni Highway corridor and from the repurposed Winchelsea Elementary to avoid a busy Wembley Road corridor.

In conclusion, we will continue to monitor the changing needs of our transportation system. It should be emphasized that the work in this District to protect its Transportation system has been a conscious decision with the support of the Board, and has come with a cost. It is intended that these funds will support the loss of revenue due to the elimination of eligible rider fees and will recognize some of the work that has gone into preserving a safe, affordable and accessible transportation system for this School District. It is also recognized that these funds will provide an opportunity to continue to improve our system knowing there is additional funding available to support it.

Therefore, with this submission, I would like to formally request that the full \$426,341 be made available to School District No 69 (Qualicum) through the Supplemental Transportation funding.

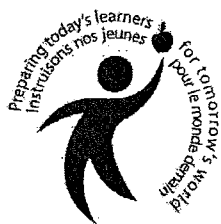
Respectfully submitted by:

Ron Amos  
Secretary Treasurer

**Supplemental Information:**

Annual operating cost per route	85,000	
Addition of GPS monitoring software and video cameras on all buses	36,000	ongoing
Automation of pre/post trip process	7,500	ongoing
Use of routing software	9,750	ongoing
Improved access and egress on all sites	137,680	one time
Improved school drop off and pick up areas at schools	39,363	one time
Relocation of bus garage creating enhanced bus parking and maintenance facilities		one time
Maintaining the dispatch position, allowing time for parent/school communication	65,000	ongoing
Elimination of Eligible rider fees-loss of eligible fee revenue	85,000	ongoing
Potential displacement of Courtesy riders-loss of courtesy fee revenue	60,000	ongoing
Additional riders not yet using system due to free transportation (cost of new route)	85,000	ongoing
	525,293	





**SCHOOL DISTRICT No. 69 (QUALICUM)**  
**Operations & Maintenance Department**

P.O. Box 430  
1365 Springhill Rd.  
Parksville, BC V9P 2G5

Phone: 250-248-2067  
Fax: 250-954-3028

---

Date: October 25, 2016  
From: Chris Dempster, General Manager of Operations  
To: Board of Education  
pc: Rollie Koop, Superintendent  
Ron Amos, Secretary Treasurer  
Re: Testing Lead Content in Drinking Water of School Facilities

---

In March 2016, School District 69 (Qualicum) set up a water lead testing program for the District. To date, SD69 has sampled the water system for all schools sites built before 1991. All results came in below the 10 ug/L maximum.

School District 69 set a routine testing program to have our pre 1991 schools tested each and every future year.

On September 27, 2016, school districts received a letter from the Ministry of Education, which included a "Policy for Testing Lead Content" to provide guidance to school districts in establishing a plan to evaluate and mitigate any issues. I have checked with Island Health for their Lead Testing Criteria and I am working with the plumbing department and Maxxan Laboratories for the best testing program available.

According to the Ministry, there are two key aspects of the policy which school districts must fulfill:

- School districts must complete lead testing on all school facilities once every 3 years. Therefore a minimum of 1/3 of the school facilities in a school district's inventory must be tested each year.
- School districts must submit all of their lead content testing results annually to the Ministry by March 30<sup>th</sup> using the "Report for Testing Lead Content in Drinking Water of School Facilities" spreadsheet.

We are working with key groups to have the School District Lead in Water Program changed to bring School District 69 in line with the new Ministry direction.

Respectfully submitted by:

Chris Dempster  
General Manager of Operations



September 27, 2016

VIA EMAIL  
Ref: 190736

To: All Superintendents  
All Secretary-Treasurers  
All School Districts

**Re: Policy for Testing Lead Content in Drinking Water of School Facilities**

---

Having safe and well-functioning school facilities is a priority for the Ministry of Education.

As expressed in the Ministry's letter dated February 24, 2016, school districts were reminded of the importance for ensuring water quality within all schools to reduce or eliminate any risks to students and staff, and were encouraged to work with their local health authorities to establish a plan to evaluate and mitigate any issues.

School districts are the owners and operators of schools, and under the *School Act* responsible for complying with all legislation and regulations from safety and health authorities. This includes conducting tests and remediation of issues, such as lead in water, if they believe it exists.

To provide guidance to school districts with this process, the Ministry of Education has developed the attached *Policy for Testing Lead Content in Drinking Water of School Facilities*.

The policy outlines the minimum requirements for risk assessment, water testing, mitigation strategies, as well as communication and reporting requirements. The policy is also available online at [Public Schools Policies](#).

There are two key aspects of the policy which school districts must fulfill and that are in effect as of the policy's "came into force" date of September 26, 2016;

- *School districts must complete lead content testing on all school facilities once every 3 years. Therefore a minimum of 1/3 (or 33%) of the school facilities in a school district's inventory must be tested each year.*
- *School districts must submit all of their lead content testing results annually to the Ministry by March 30<sup>th</sup> using the "Report for Testing Lead Content in Drinking Water of School Facilities" spreadsheet.*

.../2

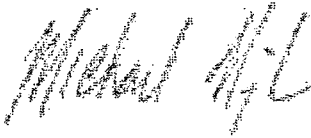
To assist school districts in the requirement to submit their testing results, the Ministry has developed a fillable spreadsheet entitled *Report for Testing Lead Content in Drinking Water of School Facilities* that is available at [Current Resources](#).

To support school districts in ensuring safe and well-functioning schools, the Ministry of Education provides funding through the Annual Facility Grant (AFG) for minor projects that will extend the life of the school or address any health, safety, or emergent issues that may arise. School districts may utilize funds in their AFG to cover costs associated with the testing and remediation of issues, such as lead content in drinking water of school facilities.

School districts also have an opportunity to apply for funding of future capital projects (such as plumbing upgrades) through the School Enhancement Program (SEP), in their annual Five-Year Capital Plan submission to the Ministry of Education.

Should you have any questions, please feel free to contact me at [Michael.Nyikes@gov.bc.ca](mailto:Michael.Nyikes@gov.bc.ca)

Sincerely,



Michael Nyikes, Director  
Standards and Construction Branch

Attachments: *Policy for Testing Lead Content in Drinking Water of School Facilities*  
#186335 Deputy Minister's Letter to Superintendents Secretary-Treasurers

Pc: Dave Byng, Deputy Minister, Ministry of Education  
Shanna Mason, Assistant Deputy Minister, Capital Division  
Ryan Spillett, Acting Executive Director, Capital Delivery Branch  
Carlo Vijandre, Manager, Facility Condition, Standards and Construction Branch  
All Regional Directors & Planning Officers, Capital Delivery Branch



## POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

Date came into force or revised: September 26<sup>th</sup>, 2016

### Policy statement

School districts must test for lead content in drinking water in their school facilities to ensure quality meets established guidelines under applicable provincial and federal legislation, and report results annually to the Ministry of Education (Ministry).

School districts must take reasonable steps necessary to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results.

### Rationale or purpose of policy

This policy provides minimum requirements for testing lead content in drinking water of school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff.

This policy specifically addresses lead content in drinking water. The Ministry expects school districts to mitigate other issues that affect the quality of water as prescribed under applicable provincial and federal legislation.

### Authority

Drinking Water Protection Act

Drinking Water Protection Regulation

Public Health Act

School Act



## POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

### Policy in full

All water suppliers in the province are required to test their water regularly. This includes small private systems (such as restaurants), cooperatively owned systems (such as strata properties), and larger municipal systems owned by local governments.

School districts are responsible for ensuring the quality of water within their systems and plumbing.

The Ministry is responsible to provide oversight to ensure public schools are safe and well-functioning for students and staff across the province. As such, the Ministry has established minimum requirements for lead testing in schools built prior to 1990; due to the use of lead in plumbing materials.

School districts must consult with their Regional Health Authority to develop a water quality lead testing program for their school facilities that would outline the following;

1. Risk assessment
2. Water testing
3. Communication plan
4. Mitigation strategies

A contact list for Regional Health Authorities are provided in the Contacts section of this policy.

### Procedures related to policy

School districts must establish a water quality lead testing program that includes;

#### Risk Assessment

Must include assessment of the school district's facilities inventory including the school (building) age, historical testing results and recent improvements. This information will indicate which facilities are required to be tested for lead content in drinking water as set in the following requirements below.



## POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

All plumbing systems that provide drinking water in school facilities shall be tested for lead content where the;

1. Plumbing systems were installed before January 1, 1990.
2. School has any history of elevated lead levels.

### Water Testing Requirement

School districts are to work with their Regional Health Authority to determine a testing program in the school districts portfolio of school facilities. The testing procedure and amount of samples taken at each facility shall be determined in collaboration with the Regional Health Authority, and be based on risk.

School districts must conduct lead content testing in drinking water if the facility is being regularly utilized by students and/or staff. School district may also disable fountains and water systems to eliminate the risk of lead exposure. In this case, testing is no longer required.

***School districts must complete lead content testing on all school facilities once every 3 years. Therefore a minimum of 1/3 (or 33%) of the school facilities in a school district's inventory must be tested each year.***

### Mitigation Strategies

If sample results reveal lead levels above the maximum allowable concentration of 0.010 mg/L as stated from the Guidelines for Canadian Drinking Water Quality by Health Canada, the school district in consultation with their Regional Health Authority must commence daily flushing immediately, or deactivate and place a "Not in Use" sign on the water source.

Mitigation solutions may include;

1. Flushing regimes
2. Deactivation of water sources and supplemental signage
3. Installation of filtration systems
4. Plumbing upgrades
5. Or other steps that result in reducing the exposure to lead to acceptable levels



## POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

### Communication and Reporting Requirements

Should testing result in elevated levels of lead, the school district must immediately inform the Ministry of the issue.

School districts shall collaboratively work with their Regional Health Authority to communicate the results of testing lead content in drinking water with parents, students and staff by describing the following;

- Rationale for testing lead in drinking water
- Identify partnership with the Regional Health Authority in solutioning
- State results of sampling
- Identify mitigation strategies implemented or being consider by the Board
- Provide contact information for the school district and the Regional Health Authority for parents, students and staff to request further information

***School districts must submit all of their testing results annually to the Ministry by March 30<sup>th</sup> using the “Report for Testing Lead Content in Drinking Water of School Facilities” spreadsheet, as provided.***

## Links to related policies

N/A

## Resources - Links to program areas, manuals, etc.

[Investigating Elevated Copper and Lead Levels In School Drinking Water](#)

[Guidelines for Canadian Drinking Water Quality - Summary Table](#)

[Minimizing Exposure to Lead from Drinking Water Distribution Systems](#)

[Guidelines for Canadian Drinking Water Quality: Guideline Technical Document – Lead](#)

[Guidance on Controlling Corrosion in Drinking Water Distribution Systems](#)



Ministry of  
Education

## POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

### Contacts

A current contact list for Regional Health Authorities can be found at;

[Regional Health Authorities](#)





February 24, 2016

Ref: 186335

All Superintendents  
All Secretary-Treasurers

At the request of the Provincial Health Officer, I am writing to remind all school districts of the importance of ensuring water quality within all schools complies with Water Management Best Practices and the *Drinking Water Protection Act*.

While we have no evidence of children being adversely affected in BC, it is nonetheless important to reduce population lead exposure. The extent to which the potential for lead to enter the water supply varies depending on the type of water (soft water), acidity and length of exposure.

School Districts should work with local health authorities to establish a plan to evaluate water quality especially in schools built before the 1989 revision of the BC Plumbing Code restricting the use of lead and potable water lines, as well as to mitigate any risks identified. The plan should include:

1. Evaluating and prioritizing facilities based on age and water supply.
2. Establishing and carrying out testing of priority facilities.
3. Mitigating risks.
4. Regularly re-sampling to verify effectiveness.
5. Communicating findings.
6. Establishing a long-term management plan.

If elevated lead levels are found, a number of actions can be taken to mitigate risk. The most appropriate actions for your facilities will depend on a number of factors and should be discussed with your local drinking water officer

.../2

Should you have questions, I am providing the following Health Authority Contacts:

Fraser Health:	1-604-587-3828 or 1-604-527-4806
Interior Health:	1-866-457-5648
Island Health:	1-866-665-6626
South Island	1-866-665-6626
Central Island	1-866-770-7798
North Island	1-877-887-8835
Northern Health:	1-250-565-2000
Vancouver Coastal Health:	1-604-675-3900 or 1-604-527-4893

Thank you to your attention to this important matter.

Sincerely,



Dave Byng  
Deputy Minister

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

10/19/2016

	2015/16				2016/17		
	Amended Budget	YTD Sep-15	% of Budgt	Actual	Annual Budget	YTD Sep-16	% of Budgt
Funded FTE's							
School Aged	4,110.13			4,101.88	4,126.13	4,148.50	
Adult	3.38			7.63	10.00	10.00	
Other							
<b>Total</b>	<b>4,113.50</b>	<b>0.00</b>		<b>4,109.50</b>	<b>4,136.13</b>	<b>4,158.50</b>	
<b>REVENUE</b>							
<b>PROVINCIAL GRANTS</b>							
Operating Grant	39,057,025	4,430,995	11.3%	39,137,402	38,196,893	4,338,260	11.4%
Other MOE Grants-H/B					115,613	11,561	10.0%
Other MOE Grants-Additional grant					100,104	10,010	10.0%
Other MOE Grants-Ed Guarantee				4,281			
Other MOE Grants-Pay Equity	936,176	93,618	10.0%	936,176	936,176		0.0%
Other MOE Grants-Misc				105,591	100,000		0.0%
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>39,993,201</b>	<b>4,524,613</b>	<b>11.3%</b>	<b>40,183,450</b>	<b>39,448,786</b>	<b>4,359,831</b>	<b>11.1%</b>
<b>OTHER REVENUES</b>							
Other Provincial Revenues	101,450	500	0.5%	117,376	101,450	0	0.0%
Offshore Tuition	2,811,000	2,111,207	75.1%	3,060,513	3,200,000	2,599,121	81.2%
Miscellaneous other	133,385	114,054	85.5%	239,003	175,000	75,147	42.9%
Rental and Leases	350,000	391,968	112.0%	455,048	450,000	404,974	90.0%
Investment Income	132,000	33,056	25.0%	123,732	125,000	32,793	26.2%
<b>TOTAL OTHER REVENUE</b>	<b>3,527,835</b>	<b>2,650,785</b>	<b>75.1%</b>	<b>3,995,672</b>	<b>4,051,450</b>	<b>3,112,035</b>	<b>76.8%</b>
<b>TOTAL REVENUES</b>	<b>43,521,036</b>	<b>7,175,398</b>	<b>16.5%</b>	<b>44,179,122</b>	<b>43,500,236</b>	<b>7,471,866</b>	<b>17.2%</b>
<b>EXPENDITURES</b>							
<b>SALARIES AND BENEFITS</b>							
Teachers	17,693,050	1,812,781	10.2%	17,548,653	17,518,413	1,822,095	10.4%
Principals and Vice Principals	2,307,576	567,018	24.6%	2,348,614	2,511,273	616,133	24.5%
Educational Assistants	3,147,607	233,386	7.4%	3,043,238	3,189,412	226,100	7.1%
Support Staff	4,419,611	850,410	19.2%	4,585,093	4,418,660	674,616	15.3%
Other Professionals	1,200,089	312,819	26.1%	1,200,023	1,222,635	264,147	21.6%
Substitutes	1,208,807	128,374	10.6%	1,137,215	1,212,433	146,725	12.1%
Benefits	8,124,364	1,197,382	14.7%	8,444,593	7,926,835	1,137,193	14.3%
<b>TOTAL SALARIES AND BENEFITS</b>	<b>38,101,104</b>	<b>5,102,170</b>	<b>13.4%</b>	<b>38,307,429</b>	<b>37,999,661</b>	<b>4,887,009</b>	<b>12.9%</b>
Benefits as a % of Total Salaries	27.1%	30.7%	113.1%	28.3%	26.4%	30.3%	115.1%
<b>SUPPLIES AND SERVICES</b>							
Services	2,032,976	415,277	20.4%	2,243,425	2,131,156	383,642	18.0%
Training and Travel	399,338	116,174	29.1%	541,624	427,338	64,876	15.2%
Rental and Leases	5,000	281	5.6%	2,438	5,000	1,983	39.7%
Dues and Fees	50,450	45,388	90.0%	62,322	50,450	44,228	87.7%
Insurance	174,000	66,369	38.1%	139,474	174,000	30,993	17.8%
Supplies	1,670,011	215,556	12.9%	1,742,805	1,690,702	223,404	13.2%
Utilities	1,071,500	125,639	11.7%	923,047	991,500	122,999	12.4%
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>5,403,275</b>	<b>984,684</b>	<b>18.2%</b>	<b>5,655,135</b>	<b>5,470,146</b>	<b>872,125</b>	<b>15.9%</b>
<b>TOTAL EXPENDITURES</b>	<b>43,504,379</b>	<b>6,086,854</b>	<b>14.0%</b>	<b>43,962,564</b>	<b>43,469,807</b>	<b>5,759,134</b>	<b>13.2%</b>
<b>NET REVENUE (EXPENDITURE)</b>	<b>16,657</b>	<b>1,088,544</b>		<b>216,558</b>	<b>30,429</b>	<b>1,712,732</b>	
Transfer to Capital-Eqp/Veh/HW	-368,550	175,338		-368,550	-368,550	28,334	
Adjmts to Unfunded Emp Future Benefits							
Budgeted Use of Surplus							
<b>Surplus (Deficit), for the Year</b>	<b>-351,893</b>	<b>1,263,882</b>		<b>-151,992</b>	<b>-338,121</b>	<b>1,741,066</b>	

SCHOOL DISTRICT NO. 69 (QUALICUM)

10/19/2016

- Financial Summary -

	2015/16				2016/17		
	Amended Budget	YTD Sep-15	% of Budget	Actual	Annual Budget	YTD Sep-16	% of Budget
<b><u>INSTRUCTION</u></b>							
Regular Instruction	20,489,030	2,186,291	10.7%	20,575,526	20,642,947	2,278,073	11.0%
Career Programs	709,724	166,488	23.5%	679,804	701,503	62,648	8.9%
Library Services	834,227	93,625	11.2%	830,111	785,213	92,224	11.7%
Counselling	552,558	90,910	16.5%	554,643	535,098	47,653	8.9%
Special Education	6,744,108	718,198	10.6%	6,643,217	6,638,014	616,821	9.3%
English as a Second Language	159,895	8,602	5.4%	160,053	159,734	7,694	4.8%
Aboriginal Education	540,309	62,585	11.6%	540,309	511,460	68,330	13.4%
School Administration	3,320,643	761,785	22.9%	3,378,883	3,224,539	687,824	21.3%
Continuing Education	21,622	1,064	4.9%	21,645	17,532	2,680	15.3%
Off Shore Students	2,168,771	278,403	12.8%	2,382,842	2,359,862	359,035	15.2%
Other	40,058	10,146	25.3%	42,652	41,373	10,294	24.9%
Function 1 - Instruction	35,580,945	4,378,097	12.3%	35,809,685	35,617,275	4,233,276	11.9%
<b><u>DISTRICT ADMINISTRATION</u></b>							
Educational Administration	481,253	123,380	25.6%	501,678	483,296	89,629	18.5%
School District Governance	177,881	73,259	41.2%	188,846	177,888	64,893	36.5%
Business Administration	1,106,396	276,225	25.0%	1,122,892	1,142,326	306,547	26.8%
Function 4 - District Administration	1,765,530	472,864	26.8%	1,813,416	1,803,510	461,069	25.6%
<b><u>OPERATIONS AND MAINTENANCE</u></b>							
Operations and Maintenance Admin	481,147	137,153	28.5%	453,141	475,098	123,300	26.0%
Maintenance Operations	2,718,160	677,554	24.9%	3,007,637	2,745,979	594,500	21.6%
Maintenance of Grounds	291,801	64,489	22.1%	351,977	221,359	51,568	23.3%
Utilities	1,071,500	125,639	11.7%	1,025,845	991,500	122,999	12.4%
Function 5 - Operations and Maint	4,562,608	1,004,835	22.0%	4,838,600	4,433,936	892,367	20.1%
<b><u>TRANSPORTATION AND HOUSING</u></b>							
Transportation and Housing Admin	151,599	39,311	25.9%	133,615	147,997	18,594	12.6%
Student Transportation	1,419,697	191,747	13.5%	1,346,948	1,443,089	153,828	10.7%
Housing	24,000	-	0.0%	20,300	24,000	-	0.0%
Function 7 - Transportation and Housing	1,595,296	231,058	14.5%	1,500,863	1,615,086	172,422	10.7%
TOTAL FUNCTION 1-7	43,504,379	6,086,854	14.0%	43,962,564	43,469,807	5,759,134	13.2%

<b><u>Special Purpose Fund (SPF) Budget</u></b>							
Annual Facility Grant	920,520	531,742	57.8%	920,520	920,520	403,531	43.8%
Learning Improvement Fund	819,411	35,196	4.3%	819,411	789,053	80,237	10.2%
School Generated Funds	1,300,000		0.0%	1,300,000	1,300,000		0.0%
Strong Start	96,000	451	0.5%	96,000	96,000	465	0.5%
Ready, Set, Learn	19,600	102	0.5%	19,600	19,600	0	0.0%
French Funds	101,323	1,285	1.3%	118,677	101,331	7,344	7.2%
Community Link	361,927	11,236	3.1%	361,927	364,874	36,982	10.1%
Special Purpose Funds-Total Expenses	3,618,781	580,012	16.0%	3,636,135	3,591,378	528,559	14.7%

	15/16		16/17		
<b><u>Bylaw Capital</u></b>					
Boiler-Nanoose	89,000		89,000	144,000	138,536 96.2%
Boiler-Bower	220,000		220,000	143,000	130,400 91.2%
Bus	171,168		0	171,168	100.0%
Lighting-Errington/Oceanside				120,000	68,536 57.1%
Bus				129,855	0 0.0%
	480,168		309,000	536,855	508,640 94.7%



## SCHOOL DISTRICT No.69 (QUALICUM)

### Class Size Report - October 14, 2016 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	BA Leadership 10A (01); BA Leadership 11A (01); BA Leadership 12A (01); LD Locally Developed 9A (01)	34**
Ballenas Secondary School	BC First Nations Studies 12 (01)	31
Ballenas Secondary School	English 10 (03)	32
Ballenas Secondary School	English 10 (01)	31
Ballenas Secondary School	Foundations of Math and Pre-Calculus 10 (03)	31
Ballenas Secondary School	Foundations of Mathematics 11 (01)	31
Ballenas Secondary School	Music 10: Concert Band (01); Music 9 (01)	34**
Ballenas Secondary School	Music 8 (01)	47**
Ballenas Secondary School	Physical Education 10 (01)	31
Ballenas Secondary School	Pre-Calculus 11 (01)	31
Kwalikum Secondary School	Music 10: Concert Band (01); Music 9 (01)	40**

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

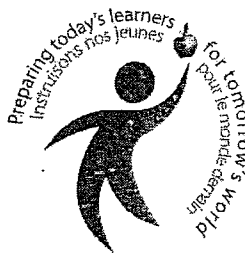
This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (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)

October 4, 2016

Honourable Mike Bernier  
Minister of Education  
PO Box 9150, Stn Prov Govt  
Victoria, BC V8W 9H1

Dear Minister Bernier:

### **RE: Foundation Skills Assessment (FSA)**

In a year of new curriculum implementation and the corresponding changes throughout the BC education system, our Board believes the traditional FSA to be an outdated and non-productive tool for assessing student learning.

You have acknowledged yourself that the broader objective of modernizing the education system requires a different measuring stick. We are aware that a redesigned FSA is to be piloted this fall in some districts and schools. Despite the acknowledgement that the current FSA is outdated, all districts are still required to administer the current FSA in January 2017.

At the regular board meeting of School District 69 on September 27, 2017 the following motion was passed:

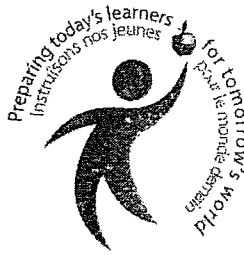
*THAT the Board of Education of School District 69 (Qualicum) support government collaborative approaches, including pilot programs, to find ways to approach provincial assessment as it relates to the newly designed curriculum. However, the Board does not support the added expense and time associated with the administration of an FSA test which the government acknowledges as outdated and incongruent with the re-designed curriculum. The Board requests that the Minister of Education exempt all districts from administering the January/February 2017 Foundation Skills Assessment.*

Your consideration of our request to remove the requirement for districts to administer this year's FSA is appreciated.

Sincerely,

Eve Flynn, Board Chair

c: SD69 Board of Education  
Rollie Koop, Superintendent of Schools  
Ron Amos, Secretary Treasurer  
Norberta Heinrichs, President, Mount Arrowsmith Teachers' Association  
Andrea Button, President, District Parent Advisory Council  
Troy Forster, President, CUPE Local 3570  
BC Boards of Education (via BCSTA)  
Michelle Stilwell, MLA, Parksville-Qualicum  
Scott Fraser, MLA, Alberni-Pacific Rim  
File: 0530-10



## SCHOOL DISTRICT No.69 (QUALICUM)

October 4, 2016

Honourable Mike Bernier  
Minister of Education  
PO Box 9150, Stn Prov Govt  
Victoria, BC V8W 9H1

Dear Minister Bernier:

### **RE: Select Standing Committee on Finance**

As the province moves into its 2017-18 budget cycle, the Select Standing Committee on Finance and Government Services is seeking input from all sectors of the province. Input received is a valuable tool to assist the government in making the often times difficult decisions necessary for BC to be a vibrant and successful province.

From an educational perspective, the Select Standing Committee made the following three main recommendations for consideration within the context of Provincial Budget development:

1. *Provide adequate capital funding to school districts for facility improvements, seismic upgrades and additional schools in rapidly-growing communities.*
2. *Provide stable, sustainable and adequate funding to enable school districts to fulfil their responsibility to continue to provide access to quality public education, with recognition of the increased costs that school districts have incurred.*
3. *Review the Ministry of Education funding formula for programs and services, as well as administrative staff compensation levels, to ensure adequate and competitive compensation.*

We understand that your ministry has had informal discussions and conversations with some districts and entities. Before we make a submission to this year's Select Standing Committee on Finance and Government Services, we request a written response to last year's recommendations.

Our School District recognizes and appreciates some targeted financial resources that have been released in the last few months to help alleviate some of the many challenges we are facing in areas such as transportation and capital projects that have been languishing due to lack of financial resources. Though targeted funding can help, it does not recognize the importance of school district specific needs and initiatives.

1. Is the government considering changes to the funding formula that will better reflect unique needs in individual districts? Some of this shift may include less targeted funding, with more funding that is at the discretion of each school district.

2. Though exempt staff salaries have been unfrozen, is the government willing to help districts with the associated costs of the implementation of regional principal/vice principal and district exempt compensation grids?
3. Will the government commit to stable, sustainable and adequate funding that will help districts with their operations that directly support services to students?

Thank you for your attention and we look forward to your response.

Sincerely,



Eve Flynn, Board Chair

c: Premier Christy Clark  
Honourable Michael De Jong, Minister of Finance  
Michelle Stilwell, MLA, Parksville-Qualicum  
Scott Fraser, MLA, Alberni-Pacific Rim  
SD69 Board of Education  
Rollie Koop, Superintendent of Schools  
Ron Amos, Secretary Treasurer  
Norberta Heinrichs, President, Mount Arrowsmith Teachers' Association  
Andrea Button, President, District Parent Advisory Council  
Troy Forster, President, CUPE Local 3570  
BC Boards of Education (via BCSTA)

File: 0530-10





**SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES**

The Board of Education believes that every child deserves an education free from bullying, intimidation, discrimination, harassment and violence. Student safety is paramount and can only be realized through ongoing focus on fostering safe, caring and inclusive school communities and ensuring schools have appropriate education, prevention and intervention strategies in place.

The purpose of this policy is to guide staff in their efforts to create safe, caring and inclusive learning environments and develop prevention and intervention strategies for dealing with harmful behaviours and threats or risks of violence.

Central to these efforts to create safe, caring and inclusive learning communities is the Board's commitment to support staff as they seek to:

- develop positive school cultures and focus on prevention
- use school-wide efforts to build compassionate communities which foster respect, inclusion, fairness and equity
- set, communicate and consistently reinforce clear expectations of conduct
- teach, model and encourage positive social behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights
- assume responsibility, in partnership with the wider community, for resolving critical safety concerns
- develop multi-disciplinary (multi-agency) community protocols for violence threat or risk assessment
- work together to better understand issues such as:
  - bullying
  - intimidation
  - harassment
  - discrimination
  - racism
  - sexism and homophobia
  - harmful behaviours to self and others

and to learn new skills to respond to the above

- respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging
- establish procedures, protocols and practices that promote school safety
- engage in continuous professional learning designed to foster safe school communities and address emerging safety concerns

**DEFINITIONS:**



Board Policy 7164 7000  
**MERGING OF BOARD POLICIES 7001, 7003, 7020, 7023, 7024, 7035,  
7040, 7162, 7164, and 7166**

**SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES**

Page 2 of 2

- a) **Bullying** occurs when one or more individuals target another with the purpose of harassing or inflicting verbal, physical or emotional harm. Bullying is different from ordinary conflict or quarreling: when bullying occurs, there exists a power imbalance:
- b) **Intimidation** occurs when one or more individuals target another with the intent of causing fear and apprehension through verbal and/or non-verbal threats.
- c) **Discrimination** occurs, for the purposes of this policy, when an individual is subjected to insults, ridicule, or alienation for reasons of:
- race
  - colour
  - ancestry
  - place of origin
  - religion
  - marital status
  - family status
  - physical and mental disability
  - sex
  - sexual orientation
  - **gender identity or expression;**  
**and**
  - **age**

**The Board of Education supports the values expressed in the BC Human Rights Code (2016) prohibiting discrimination based on the items listed above.**

- d) **Harassment** occurs when one or more individual's verbal and/or non-verbal (e.g. gestures) behaviour towards others is, and is intended to be: insulting, humiliating, malicious, degrading or otherwise offensive.
- e) **Violence** occurs when words or actions (threatened or actual) are used with the intent of harming oneself, another person, or a group.

**References:**

- Administrative Procedure: Safe, Caring and Inclusive School Communities
- BC Human Rights Code (July 2016)

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 1 of 8

#### **Purpose**

The Board of Education recognizes its responsibility to provide safe, caring and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in the Criminal Code of Canada.

#### **School Codes of Conduct (*previously Board Policy 7001*)**

The Board of Education believes that a "Code of Conduct" with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, **gender identity or expression, and age.**

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a code of conduct for the school. This code of conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*.

1. This code shall establish expectations for student conduct:
  - a. within the school facility in all school programs and activities
  - b. outside the school facility in all school programs and activities
  - c. going to and from school, when the school deems it to be appropriate
  
2. Principals and Vice-Principals have the overall responsibility to see that codes of conduct are enforced and have paramount authority for the discipline of students.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.
4. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the School Code of Conduct.
5. Significant breaches of the Code of Conduct and related disciplinary/restorative responses noted in the district student information system.
6. The code of conduct will clearly state a range of consequences for inappropriate behavior.
7. Each school's code of conduct shall be filed for approval by the Board of Education by October 15<sup>th</sup>, annually.
8. The school's code of conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools by April 15<sup>th</sup> of each school year (*attached form*).
9. The school's code of conduct shall be posted publically.
10. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

#### **Student Dress Code (*previously Board Policy 7003*)**

1. Each school is required to develop, in consultation with all partner groups, a school dress code.
2. The school's dress code ~~may be a separate school policy or~~ may be incorporated into the school's student behaviour code **of conduct**.
3. The school's dress code should address such issues as the following:
  - a) the student's health and safety;
  - b) protective clothing/equipment for participants in specialized programs;
  - c) the wearing of clothing, insignias, symbols or adornments which may promote the use of controlled substances including, but not limited to, drugs, alcohol, tobacco;
  - d) the wearing of clothing which features offensive or vulgar words, pictures or drawings;
  - e) the wearing of clothing which features phrases/pictures of a sexual nature or phrases/pictures that are derogatory regarding a person's **race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.**
  - f) the wearing of clothing which features any group or philosophy which advocates violence or disruption;

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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- g) the wearing of clothing which is considered unduly revealing.
4. The school's dress code may be reviewed annually by the partner groups **as part of the code of conduct review** ~~and is to be reviewed with parents and students as deemed appropriate or as required by the school's dress code policy.~~

#### **Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence**

The Board expects that each school in the district will ensure:

- a) that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b) that students are informed on an annual basis, in language appropriate to their age level about the following:
- the definition of bullying, intimidation, discrimination, harassment, and violence
  - the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
  - the interventions listed in this administrative procedure

#### **Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence**

An allegation of bullying, intimidation, discrimination, harassment, or violence may be made informally through a verbal report to a staff member or, more formally, in writing to the principal or vice-principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

#### **Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence**

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

Page 4 of 8

#### **Retaliation**

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

#### **Investigation**

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

#### **Intervention**

When there is a finding that has occurred intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible
- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the principal/designate to be appropriate or legally required

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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#### **Student Locker Searches (*previously Board Policy 7040*)**

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff of any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

#### **Questioning of Students by Law Enforcement Authorities (*previously Board Policy 7035*)**

School and district administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

Issues of particular importance to school and district administration in current legislation are:

- (a) the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- (b) the potential admissibility of all statements made by students to school authorities

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.

Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

#### **Violence, Threat, Risk Assessment (VTRA)**

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "**Fair Notice**" that each threat will be taken seriously.

Students and staff who become aware of a threat have a duty to inform the school principal/vice principal immediately.

The principal or vice principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school code of conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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The school threat assessment team is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.

School threat assessment teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school principal as per the district VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a district threat assessment team will be convened by the Safe Schools Coordinator or superintendent.

The district threat assessment team will meet with the school threat assessment team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action and the superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 7030: *Suspension of Students* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 7030: *Suspension of Students*.

Schools are to report all threats involving threat assessment procedures to the superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the superintendent's office.

#### **Appeal**

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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#### **Other Laws**

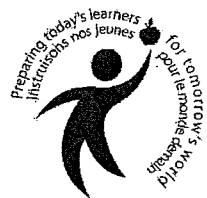
*Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, the Criminal Code of Canada or civil action.*

#### **Other District Policies and Procedures**

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 7000: *Safe, Caring and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

#### **References:**

- *Board Policy 7000: Safe, Caring and Inclusive School Communities*
- *Board Policy 7001: Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 7000 7001

#### STUDENT DISCIPLINE

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The Board of Education believes that a positive discipline program at all times is intended:

- a. to develop and maintain an environment in which all students are able to learn.
- b. to protect the rights of all students to learn.
- c. to encourage all students to reach their full potential.

The Board of Education expects that students shall comply with Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education in order to maintain an environment conducive to learning. All students need to be provided with the greatest possible assistance and support from within and outside the system. Out-of-school suspension should be used judiciously in the context of a progressive discipline model.

The Board of Education will ensure that all students who have been suspended for more than five (5) days and who appear before a District Discipline Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

#### References:

- *Administrative Procedure: Student Discipline*
- *School Act Sec. 76(3)*
- *Charter of Rights and Freedoms*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### STUDENT DISCIPLINE

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1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the code of conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals must take appropriate progressive disciplinary action when:
  - a. students fail to abide by the code of conduct established in a school to the extent that their behaviour is wilfully disobedient or has a harmful effect on other students; or,
  - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 76(3) of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and his/her parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by registered mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District Discipline Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### STUDENT DISCIPLINE

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9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene the District Discipline Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District Discipline Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principal have left, the District Discipline Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District Discipline Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.
12. To protect the student's right to privacy, all copies of written reports originally distributed to District Discipline Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

#### References:

- *Board Policy 7001: Student Discipline*
- *The School Act: Sections 26, 76(3), 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*



The Board of Education recognizes that in order to provide the greatest opportunity for healthy student growth and development the school environment must be free of mood altering substances.\*

The Board of Education shares responsibility with the community for addressing problems associated with the use of such substances.

**\*For the purposes of this Policy and accompanying Regulations Administrative Procedure, "mood-altering substances" refer to alcohol and drugs prohibited or restricted under the Food and Drugs Act and the Narcotic Control Act Controlled Drugs and Substances Act but exclude drugs which have been prescribed for the student by a physician and which are being used in the manner prescribed.**

**References:**

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7030: Suspension of Students*
- *Administrative Procedure: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SUBSTANCE USE (Student)

Page 1 of 2

#### 1. FIRST INCIDENT

- i. Any student of an ELEMENTARY SCHOOL (K-7) engaging in any of the following while under the jurisdiction of the school shall have a meeting with the principal, the school counselor and his/her parents/guardians at the earliest opportunity:
- consumes alcohol or illicit drug(s)
  - is under the influence of alcohol or illicit drug(s)
  - is in possession of alcohol or illicit drug(s) or drug paraphernalia

Taking into account the advice of this meeting, the principal will make a decision regarding the outcome of the incident or incidents. Outcomes may include disciplinary consequences for the student, recommendation for support from school staff, and/or referral to the District Drug and Alcohol Review Committee.

If referred to the District Drug and Alcohol Review Committee, the committee may recommend further disciplinary consequences, support or RCMP involvement.

- ii. Any student of a SECONDARY SCHOOL (8-12) engaging in any of the following while under the jurisdiction of the school shall immediately be placed on an "In-School Suspension" for a period of no more than four (4) days and the student shall be referred to the District Drug and Alcohol Review Committee:
- consumes alcohol or illicit drug(s)
  - is under the influence of alcohol or illicit drug(s)
  - is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents/guardians verbally and confirmed immediately in writing. A copy of Board Bylaw 5: *Parent/Student Appeals to the Board of Education* will be enclosed.

The Superintendent or designate shall be notified in writing and the RCMP may be contacted. The decision as to whether criminal charges will be laid rests with the RCMP.

The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

#### 2. REPEAT INCIDENTS

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on "Out of School/At Home" suspension and referred to the Superintendent and/or designate for a decision as to which committee the student will be referred to: the District Drug and Alcohol Review Committee or the District Discipline Committee.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SUBSTANCE USE (Student)

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#### 3. DISTRIBUTION/TRAFFICING OF ALCOHOL OR ILLICIT DRUG(S)

Any student of any age who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Discipline Committee.

In addition, the RCMP will be notified and will determine if criminal charges are warranted.

#### 4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

In most cases the District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- ~~one~~ **two** school administrators
- ~~one~~ school counselor

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will make recommendations regarding the level of support and/or intervention which might be required to assist the student to successfully continue with his/her educational program and support the student in making healthy choices.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counseling
- referral for family support
- school suspension in accordance with Board Policy 7030: *Suspension of Students*
- change of educational program
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the *School Act*

#### References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7030: Suspension of Students*
- *Board Policy 7165: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*



TOWARDS A SCENT CONSIDERATE  
SCHOOL/WORKPLACE ENVIRONMENT



The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees with allergies and chemical sensitivities, all students, employees and visitors are to be considerate in their use of scented products when attending school district facilities or events.

### SCENTED PRODUCT CATEGORIES

#### 1. Personal Products

**Hygiene:** Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

**Non Hygiene:** Products include, but are not limited to, scented candles, potpourri and scented ornaments.

#### 2. Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

These lists are intended to be representative, not exhaustive.

In sufficient concentrations, chemically-scented products may trigger responses to those with allergies or chemical sensitivities. Reported symptoms can include, but are not limited to:

- Headaches, migraines
- Dizziness, lightheadedness
- Weakness
- Confusion
- Numbness
- Upper respiratory symptoms
- Skin irritation
- Nausea
- Fatigue
- Malaise
- Anxiety
- Difficulty with concentration
- Sinus congestion
- Loss of appetite

Out of respect for the health and safety of those with allergies or chemical sensitivities, the Board strongly encourages all staff, students and visitors to avoid or reduce the use of scented products and to replace them with unscented alternatives.

This list is intended to be representative, not exhaustive.

#### References:

- *Administrative Procedure: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 1 of 4

#### **PURPOSE**

There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.

We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.

Susceptible individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Asthmatics commonly cite fragrances as initiating or exacerbating their asthma. Fragrances are also implicated in vascular changes that can trigger migraines in susceptible individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.

Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

#### **WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?**

Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.

Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.

All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

#### **WHAT IS THE DISTRICT DOING ABOUT IT?**

Recognizing that chemicals, including fragrance' chemicals, can negatively impact on indoor air quality, the District

- Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.
- Promote the use of environmentally-friendly and least harmful products in cleaning materials and building materials.
- Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.
- Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.

#### **WHAT CAN YOU DO TO HELP?**

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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#### WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for their understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal to assist in finding a solution to your situation. You may ask your Principal/Vice Principal to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

#### WHAT CAN THE PRINCIPAL/ VICE PRINCIPAL DO?

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe their health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES

#### TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE

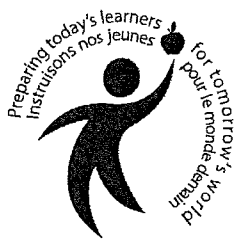
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#### WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

- If an individual or your Principal informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

#### References:

- *Board Policy 8007: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*



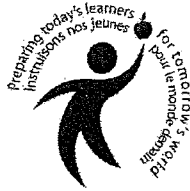
COMMUNICATIONS POLICY

**POLICY**

The Board of Education believes in building active support and confidence in all schools through open communication between all partner groups and the community. The Communications Committee will assist the Board of Education with these objectives.

**REGULATIONS**

1. The Communications Committee will:
  - a. work to support the Board's Communications Policy;
  - b. seek representation from all partner groups;
  - c. make recommendations regarding communications to the Board;
  - d. hold a minimum of four meetings during the school year;
  - e. present an annual budget submission.
2. The Communications Committee will work to support the following goals:
  - a. to communicate the district's vision, goals and achievements;
  - b. to improve the timely sharing of information within the district and the community;
  - c. to bring forward the communication concerns of partner groups;
  - d. to actively identify areas where communications could be improved;
  - e. to find effective ways of assessing communications.
3. The Communications Committee will support and assist with the following:
  - a. the District Newsletter;
  - b. Education Week;
  - c. Communications Bulletin Boards;
  - d. the District Website;
  - e. other communication opportunities, at the discretion of the Communications Committee and the Board.
4. The Communications Committee will work to foster positive relationships with the media and encourage each school, worksite and partner group to designate an information contact.



SD69 QUALICUM

**Ron Amos**  
**Secretary-Treasurer**

## Memo

**Date:** October 25, 2016  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** **Meadowood Property – Public Consultation**

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### Background/Rationale:

In 1998 the Regional District secured the dedication of this property as a future school site pursuant to an agreement between the School District and the Regional District of Nanaimo (RDN). The dedication of the land was deferred for a period of time to allow closure and reclamation of the site from its former use as a gravel pit. In addition, due to the phased subdivision of the land, various covenants and other charges registered on the title of the parent parcel were arranged to be discharged from the land prior to its transfer. This was done and the land title was transferred to the School District on December 21, 2001.

The property is immediately adjacent to the Regional District and its community park. The site is also located within a Village Centre Urban Containment Boundary as recognized by the RDN Official Community Plan (OCP).

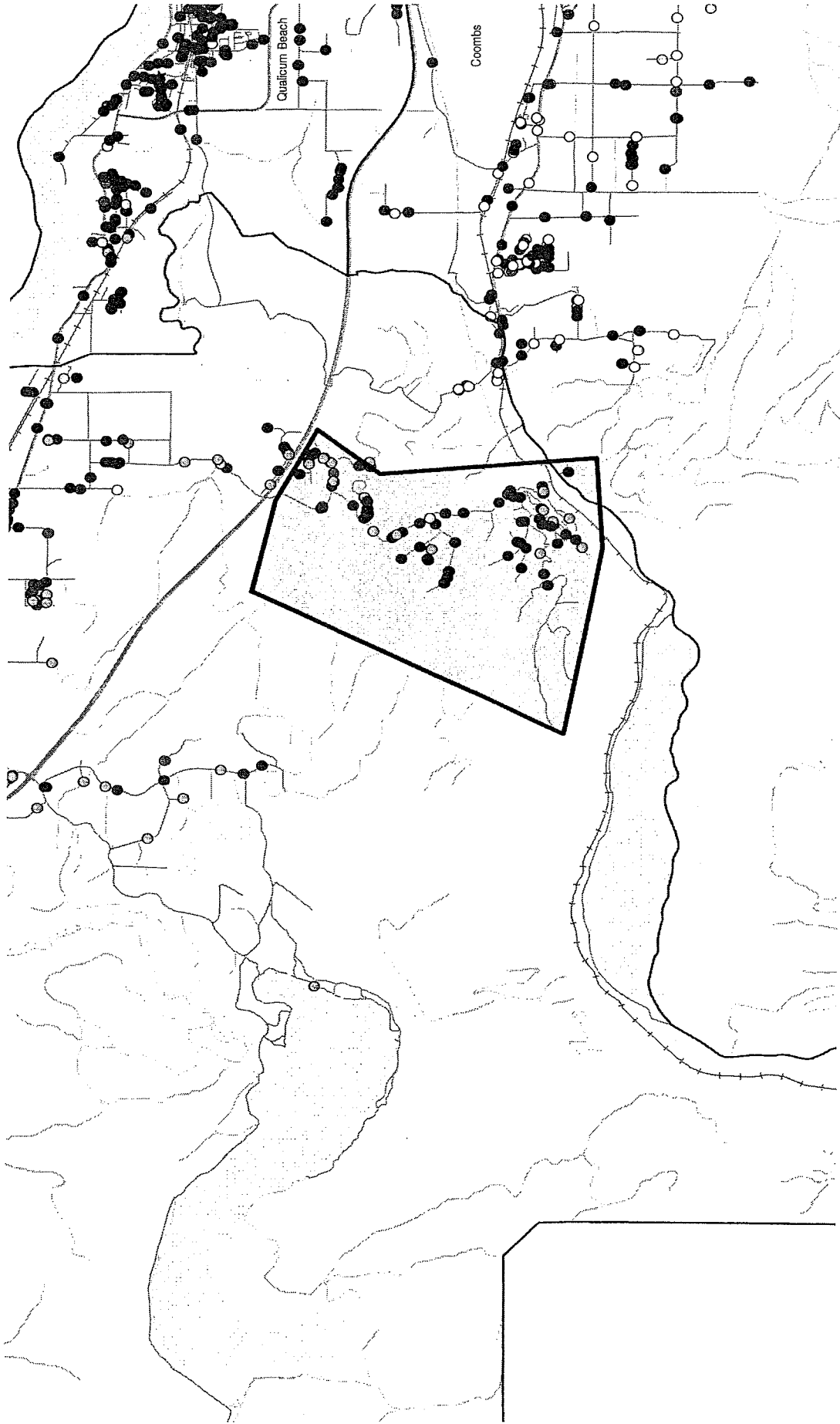
Although the property is cleared with no structures, the Board currently has a 10 year agreement, Licence of Use – SD69/RDN Meadowood Way Lands, until 2024. The RDN uses the property for parking and play space.

Prior to any decision regarding the opportunities or future use of this site, the Board must consult with local government, community organizations and the public on alternate community uses. The consultation process must include:

- consideration of future enrolment growth
- consideration of alternate community use of the surplus property and
- a fair consideration of the community's input and adequate opportunity for the community to response to the board's plan for the site

### Recommendation:

That the Board of Education announce that it is considering the disposition of property located at 1830 Galvin Place, in the Meadowood community of Qualicum Beach and that the Board direct staff to seek community feedback through a Public Notice to be placed in the local media.





Student Counts by Grade of Where Study Area Residents Attend

Program: Regular  
 Study Area: Meadowood/Galvin

School of Attendance	Enrollment												Subtotals				
	K	1	2	3	4	5	6	7	8	9	10	11	12	K-3	4-7	8-12	K-12
Kwailikum Secondary	0	0	0	0	0	0	0	0	9	8	6	7	9	0	0	39	39
Qualicum Beach Elementary	2	4	3	5	7	2	5	9	0	0	0	0	0	14	23	0	37
Bowser Elementary	3	3	3	2	4	4	4	3	0	0	0	0	0	11	15	0	26
Arrowview Elementary	2	1	3	0	1	2	0	1	0	0	0	0	0	6	4	0	10
Ecole Ballenas Secondary	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	3	3
Nanoose Bay Elementary	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1
Springwood Elementary	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
<b>Total by Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>32</b>	<b>43</b>	<b>42</b>	<b>117</b>

Student Counts by Grade of Where Study Area Residents Attend

Program: District  
 Study Area: Meadowood/Galvin

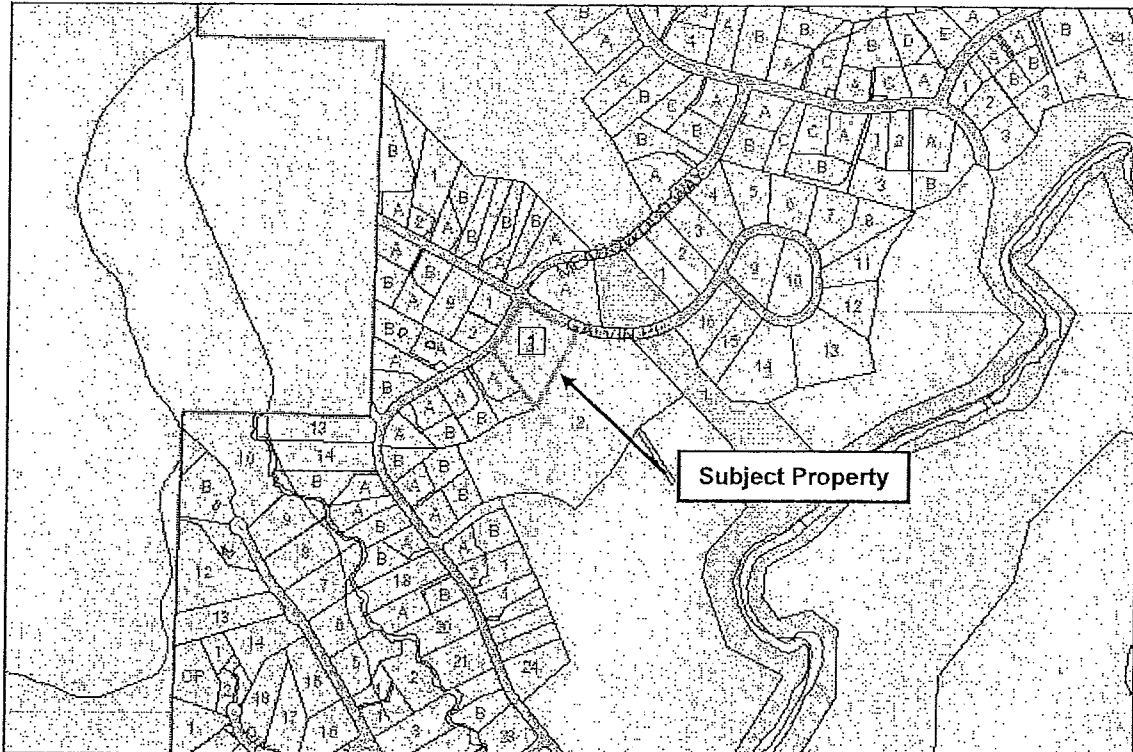
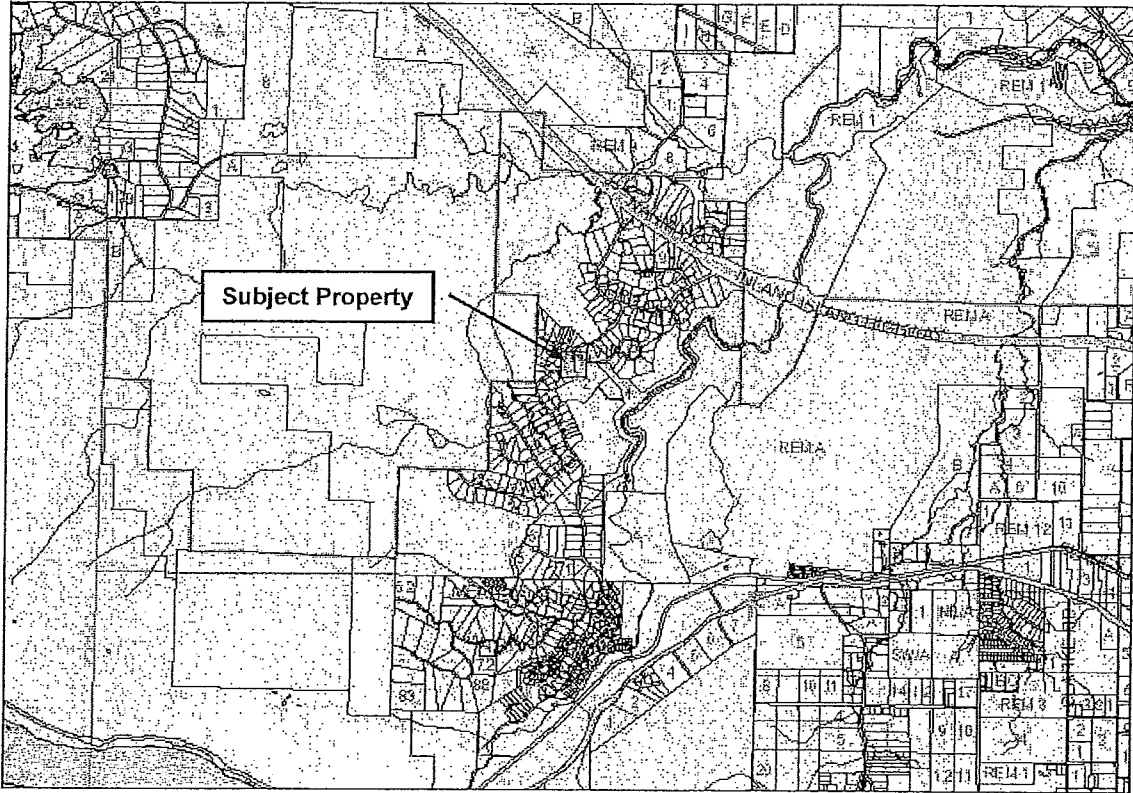
School of Attendance	Enrollment												Subtotals				
	K	1	2	3	4	5	6	7	8	9	10	11	12	K-3	4-7	8-12	K-12
Collaborative Education Alternative	1	1	1	0	0	0	0	0	0	0	0	0	4	3	0	4	7
Ecole Oceanside Elementary	0	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	2
Arrowview Elementary	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
<b>Total by Grade</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>10</b>

Student Counts by Grade of Where Study Area Residents Attend

Program: All Program/Identifiers  
 Study Area: Meadowood/Galvin

School of Attendance	Enrollment												Subtotals				
	K	1	2	3	4	5	6	7	8	9	10	11	12	K-3	4-7	8-12	K-12
Kwalikum Secondary	0	0	0	0	0	0	0	0	9	8	6	7	9	0	0	39	39
Qualicum Beach Elementary	2	4	3	5	7	2	5	9	0	0	0	0	0	14	23	0	37
Bowser Elementary	3	3	3	2	4	4	4	3	0	0	0	0	0	11	15	0	26
Arrowview Elementary	2	1	3	0	1	3	0	1	0	0	0	0	0	6	5	0	11
Collaborative Education Alternative	1	1	1	0	0	0	0	0	0	0	0	0	4	3	0	4	7
Ecole Ballenas Secondary	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	3	3
Ecole Oceanside Elementary	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	2
Nanoose Bay Elementary	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1
Springwood Elementary	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
<b>Total by Grade</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>8</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>36</b>	<b>45</b>	<b>46</b>	<b>127</b>

Location Maps





British Columbia  
School Trustees  
Association

## **MEDIA RELEASE**

### **BCSTA President comments on Firing of Vancouver School Board**

[Vancouver, B.C. – October 17, 2016]

In response to today's firing of the Vancouver Board of Education, BCSTA President Teresa Rezansoff has made the following statement:

"It is an unfortunate and rare situation whenever a Board of Education is fired, but we also understand Minister Bernier's concerns over the current state of affairs in Vancouver.

The general public must have confidence that every Board of Education is acting in the overall best interest of both students and taxpayers. When that confidence begins to fail, or is challenged by what seems to be an unending series of disputes, public support for the board falls rapidly.

One of the most telling concerns for me was when a significant number of trustees on the Vancouver Board called for the Minister to take action. The current situation in Vancouver is about much more than balanced budgets and the need for more money in public education. It is clearly a serious situation when elected members of a board themselves indicate that outside intervention is needed.

We would want the public to remember that every BCSTA member board of education in the province (59 of 60 boards in B.C.) passed a balanced budget, while still firmly advocating on behalf of public education. The public should know that school trustees can be both responsible governors of school districts as well as advocates for appropriate policies and funding of our K-12 education system.

School trustees are elected to make tough decisions in the best interests of the students they serve. We cannot lose sight of our key role as governors of the education system at the local level. BCSTA is very proud of the work of its member boards and believes the K-12 public education system in B.C. is as strong and successful as it is because of their vision, good governance and advocacy on behalf of students, parents and the communities we represent."

**Teresa Rezansoff**  
**President - BC School Trustees Association**

For further information or to arrange an interview with BCSTA President Teresa Rezansoff, please contact:

Mike Roberts  
Chief Executive Officer  
BC School Trustees Association (BCSTA)  
P (604) 734-2721 | mroberts@bcsta.org