



REGULAR BOARD MEETING AGENDA

TUESDAY, DECEMBER 13, 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: November 22, 2016 p 1-9
- b. Ratification of In Camera Meeting Minutes: November 15, 2016 p 10-11
- c. Ratification of Special In Camera Meeting Minutes: November 22, 2016 p 11-12
- d. Final approval for an International Student Field Trip to the East Coast (Ottawa, Montreal, Toronto and New York) from March 12-23, 2017 p 13-14
- e. Approval in Principle for an International Student Field Trip to Seattle, WA, from March 13-15, 2017 p 15-20
- f. Ministry of Education News Releases
 - Province expands investments in school district apprenticeship program p 21-22
 - Teachers get extra year to test, refine new curriculum for grades 10 to 12 p 23
 - BC and Spain partner to support bilingual education p 24-25
 - Session teachers BC teachers coding skills that will help students succeed p 26-27
 - BC students are world leaders in reading, science and math p 28-29
 -
- g. Reports from Board Representatives to Outside Organizations
 - Indigenous Education Advisory Committee– *Trustee Young* p 30
 - Curriculum Implementation Advisory Committee – *Trustee Gair* p 31

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 13, 2016, as presented (*or as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES)

a. **FreshGrade/Scholantis Presentation**

(Gillian Wilson)

6. BUSINESS ARISING FROM THE MINUTES

7. TRUSTEE HIGHLIGHTS

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

10. DISTRICT PARENTS ADVISORY COUNCIL

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

12. ACTION ITEMS

a. **Meadowood Property Update**

(Ron Amos)

p 32

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) confirm that Lot A, Block 359, Newcastle District, Plan VIP73141 (known as the Meadowood/Galvin property) will not be required for future educational purposes by the Board of Education.

THAT the Board of Education of School District 69 (Qualicum) seek approval from the Ministry of Education to proceed with the disposition of Lot A, Block 359, Newcastle District, Plan VIP73141 (known as the Meadowood/Galvin property).

13. INFORMATION ITEMS

a. **Educational Programs Update**

(Gillian Wilson)

b. **Education Planning Update**

(Rollie Koop)

14. CORRESPONDENCE ATTACHED

- a. Letter presented to Minister of Education on November 23 p 33-34
- b. Response from Minister re SD69 Recommendations to Select Standing Committee on Finance and Government Services p 35-36
- c. Letter to BC Liberal Party President of the Provincial Executive Board p 37
- d. Letter to Minister Bernier requesting By-Election p 38

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

- a. Board Policy 7001: *Student Discipline***
(Previously numbered 7000)

p 39-41

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 7001: *Student Discipline* and its attendant Administrative Procedure, at its Regular Board Meeting of December 13, 2016.

- b. Board Policy 7165: *Substance Use (Students)***

p 42-44

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 7165: *Substance Use (Students)* and its attendant Administrative Procedure, at its Regular Board Meeting of December 13, 2016.

- c. Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment***
(Previously Titled: Use of Scented Products)

p 45-49

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment* and its attendant Administrative Procedure, at its Regular Board Meeting of December 13, 2016.

- d. Board Policy 7140: *Reporting of Child Abuse and Neglect***

p 50-55

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7140: *Reporting of Child Abuse and Neglect* and its attendant Administrative Procedure, at its Regular Board Meeting of December 13, 2016.

- e. Administrative Procedure – *Copyright***
(previously Board Policy 5085)

p 56

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of the Administrative Procedure - *Copyright*, at its Regular Board Meeting of December 13, 2016.

- f. Administrative Procedure – *Fundraising in Schools***
(previously Board Policy 5040)

p 57

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of the Administrative Procedure - *Fundraising in Schools*, at its Regular Board Meeting of December 13, 2016.

-
- g. Administrative Procedure – Animals in Schools** p 58
(previously Board Policy 5060)
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of the Administrative Procedure - *Animals in Schools*, at its Regular Board Meeting of December 13, 2016.
- h. Administrative Procedure – Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction** p 59
(previously Board Policy 5095)
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of the Administrative Procedure - *Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction*, at its Regular Board Meeting of December 13, 2016.
- i. Board Policy 5010: Communicating Student Learning** p 60-64
(previously titled *District Assessment*)
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 5010: *Communicating Student Learning* and its attendant Administrative Procedure at its Regular Board Meeting of December 13, 2016.
- j. Rescinding of Policies**
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) rescind the following Board Policies at its Regular Board Meeting of December 13, 2016:
- 7001: *Code of Conduct (Student)*
[**Note:** 7000 – Student Discipline has been renumbered as 7001]
 - 7003: *Student Dress Code*
 - 7020: *Bomb Threats*
 - 7023: *Students Who May Pose Risk to Self or Others*
 - 7035: *Questioning of Students by Law Enforcement Authorities*
 - 7040: *Student Locker Searches*
 - 7162: *Violence-Intimidation Protection of Workers and Students*
 - 7164: *Bullying-Intimidation, Discrimination and Harassment*
 - 7166: *Multiculturalism*
- k. Renumbering of Policies**
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) renumber the following Board Policies and Administrative Procedures at its Regular Board Meeting of December 13, 2016:

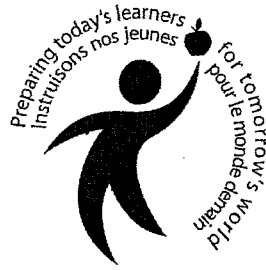
CURRENT	NEW	
3030	3003	Framework for Enhancing Student Learning
3040	3004	School Closure, Consolidation or Reconfiguration
3040A	3004A	School Closure, Consolidation or Reconfiguration Administrative Procedure
4004	4002	Purchasing and Disposal of Supplies and Equipment
4004A	4002A	Purchasing and Disposal of Supplies and Equipment Administrative Procedure
4005	4003	New/Repurposed Facilities
4005A	4003A	New/Repurposed Facilities – Administrative Procedure
4014	4004	Video Monitoring
4014A	4004A	Video Monitoring – Administrative Procedure
4046	4005	Financial Reporting
4046A	4005A	Financial Reporting – Administrative Procedure
4055	4006	Teacherages
4090	4007	School Bus Disposal
4096	4008	School Generated Funds
4096A	4008A	School Generated Funds – Administrative Procedure
4100	4009	Sustainable Practices
4100A	4009A	Sustainable Practices – Administrative Procedure
7024	7002	Supervision of Students
7165	7003	Substance Use
7165A	7003A	Substance Use – Administrative Procedure

16. **TRUSTEE ITEMS**

17. **NEW OR UNFINISHED BUSINESS**

18. **PUBLIC QUESTION PERIOD**

19. **ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, NOVEMBER 22, 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
Karin Hergt	Executive Assistant (Recording Secretary)
Brian Nikula	Qualicum District Principals/Vice Principals' Association (QDPVPA)

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:05 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

3. ADOPTION OF THE AGENDA

An additional Ministry News Release regarding public input on rural education was added to the Consent Agenda.

16-117R

Moved Trustee Gair *Seconded* Trustee Kurland

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

CARRIED UNANIMOUSLY

2. APPROVAL OF THE CONSENT AGENDA

- a. Adoption of Regular Board Meeting Minutes: October 25, 2016
- b. Ratification of In Camera Meeting Minutes: October 18, 2016
- c. Approval in Principle for a Kwalikum Secondary School Student Field Trip to Calgary and Edmonton, Alberta from May 15 to 21, 2017
- d. Approval in Principle for an International Student Trip to the East Coast (Ottawa, Montreal, Toronto and New York) from March 12-23, 2017
- e. Approval in Principle for a Ballenas Secondary Student Trip to Japan during Spring Break 2018
- f. Final Approval for a Ballenas Secondary School Student Field Trip to the UK and France from April 1-17, 2017
- g. Final Approval for a Kwalikum Secondary School Student Field Trip to Moscow, Idaho from February 2 to 26, 2017
- h. Ministry of Education News Releases
 - BC government invests \$15 million for trades equipment in schools
 - WE Day students celebrate global acts of kindness
 - Qualicum schools get funding for new flooring
 - Statement on Supreme Court of Canada's ruling
 - BC continues as top choice for international students
 - Public input sought on rural education
- i. Reports from Board Representatives to Outside Organizations
 - Oceanside Building Learning Together Coalition - *Trustee Young*
 - Partner Liaison Meeting with Minister of Education - *Trustee Flynn*
 - BCSTA BC Board Chairs Meeting - *Trustee Flynn*
 - BCSTA Provincial Council - *Trustee Flynn*
- j. Status of Action Items - November 2016

16-118R

Moved Trustee Gair *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 22, 2016, as amended.
CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS

- a. **Summary of Supreme Court of Canada Ruling Implications**
Superintendent Koop spoke to the recent Supreme Court of Canada (SCC) ruling in favour of the BC Teachers' Federation and noted that the parties had included a Letter of Understanding in the last collective agreement in anticipation of a SCC ruling. At this time, there have been no specific instructions to districts and negotiations are currently in the hands of the provincial parties to determine implementation and changes to restored language.

It has been made clear that the Education Fund that was established under the terms of the Letter of Understanding No. 17 will be in place to 2018/19 school year.

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS

Trustee Kurland

- Attended a moving Remembrance Day Ceremony at Ballenas Secondary
- Commended the success of the BC Teachers' Federation after its 14-year long commitment to challenge the government on the stripping of language regarding class size and composition from the provincial collective agreement.
- Announced that the Minister's visit has expanded to include visits to three district schools and noted that the Board's decision not to meet with the Minister was not related to the Minister's decision to dismiss the Vancouver School Board.

Trustee Young

- Discussion at the Indigenous Education Advisory Committee meeting focused on planning for culturally centered workshops to be offered to Indigenous families and others in the community.
- Commended the BC Teachers' Federation on its successful appeal to the Supreme Court of Canada
- Reading the recently released *Report on the Budget 2017 Consultations* by the Select Standing Committee on Finance and Government Services in which education and issues related to adequacy, predictability and allocation of funding were prominently featured.

Trustee Austin

- Attended the Annual General Meeting of the Tribune Bay Outdoor Education Centre's Society. The Society Directors continue to identify ways to expand youth programming and offer specialty programs which can earn students credits towards graduation. The Centre is now also able to tailor programs to adults with an expanded Park Use Permit. A number of capital projects have been completed with more being planned to enhance services and accommodation provided.
- Attended the District 69 Performance Recognition Ceremony which was held on November 17th. Recipients included the Kwalikum Secondary School AA gold Team, the Oceanside Peewee Reds baseball team and an 88-year old participant of the 55+ BC Games.
- Congratulated the Oceanside Pee Wee AA Reds Baseball Team who won the Provincial Championship

Trustee Flynn

- Attended the Remembrance Day Ceremony at the Qualicum Beach Civic Centre where the Master of Ceremonies expressed his gratitude to students from Arrowview Elementary School who had created and written messages on post cards to veterans. He also acknowledged the ceremony students at Kwalikum Secondary School organized, which he had the opportunity to attend.
- Acknowledged the district bus drivers who volunteer their time to transport the veterans after the ceremonies.
- Congratulated District teachers, Jennifer Pickard and Karen Mostad, who were two of 85 teachers selected from applicants across Canada to attend the Teachers Institute on Canadian Parliamentary Democracy in Ottawa from October 30 to November 4, 2016.

Trustee Gair

- Attended the BC Young New Democrats Convention Conference where he had the opportunity to personally speak to MLA John Horgan, leader of the New Democratic Party and hear his perspectives on the dismissing of the Vancouver School Board as well as his support for locally elected Boards of Education which

have a significant role in advocacy regardless of which government the province is under.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Norberta Heinrichs, President, commented on the following:

- Recited a poem she had written regarding the decision by the Supreme Court of Canada.
- Expectation that the stripped language in the local collective agreement from 2001 be immediately re-implemented. She recognized that the District has addressed many needs and have aligned to that language with the exception of some early learning classes.
- The recent Curriculum Planning Day was well received from which three themes emerged: level of choice and organic development of sessions was considered which was valued and appreciated by teaching staff; opportunity to delve deeply into content of both the development and design; and the opportunity to take away an idea, a plan and/or a resource to apply in the classroom was valuable and provided further opportunities for growth and development. (The Board suggested that the District Parent Advisory Council and the media receive a copy of the agenda to see the type of learning teachers participate in on the Curriculum Implementation Days)
- The adverse effects on teaching staff due to a lack of Teachers Teaching on Call (TTOC) to provide appropriate coverage for teachers who are ill or attending professional opportunities. Ms. Heinrichs did acknowledge the efforts by senior administration to hire new TTOC's.

Debbie Comer, Vice- President, also reported on the following:

- MATA has completed the application process for both the Mentorship Grant and the Curriculum Implementation Grant (CIG) and she thanked the Board for adding those items into the 2016-2017 budget.
- Five working teams will access resources and support through the Mentorship Grant and an initial meeting will be held on November 24th for the teams to begin their collaboration process.
- Eight applications were received for the Curriculum Implementation Grant. Initially two application deadlines were provided (October 31 and January 31) and the Curriculum Implementation Advisory Committee (CIAC) had agreed to only spend a portion of the funds for the first round of applicants; however, due to the amazing quality of the initiatives, seven applications were approved using the Curriculum Implementation Grant funds, while one was approved using other district supports. This has resulted in the fund being depleted and second semester teachers who planned to wait until the January 31st deadline to submit their applications will not receive the same supports as those who submitted their applications for the October 31 deadline. Ms. Comer expressed her hope that, if the CIAC were to bring forward a recommendation to the Board for additional funds, the Board would support that appeal.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

No Report

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Ms. Kim Hancock, member at large, reported that a forum, which was scheduled to take place at the end of November for parents to discuss fentanyl, has been postponed until further notice.

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD

- How will the court case affect our District with regards to class size and composition? *As reported by the Superintendent, the finer details have yet to be determined pending provincial negotiations.*
- How can a full school such a Ballenas lower numbers in classrooms which are already full? Would there be changes to boundaries to move more students to Kwalikum Secondary? *This also has yet to be determined and staff noted that it will be a significant consideration.*

12. ACTION ITEMS**a. Statement of Financial Information (SOFI) Report****16-119R**

Moved Trustee Austin *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2016.

CARRIED UNANIMOUSLY

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

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

- Commended the work of all staff involved in the planning to present the sessions on the November 10th Curriculum Implementation Day. It was noted that district teachers made a number of presentations to their peers.
- Acknowledged the work teachers are doing on Inquiry projects, which have been funded from the Teaching & Learning budget.
- District staff are going through a period of high absence due to illness and the Teachers Teaching on Call (TTOC) list is often depleted before all absences are covered. The Human Resources Department is in the process of interviewing potential candidates to add to the TTOC list. It was noted that a Professional Development Day that had to be cancelled due to lack of sufficient coverage will be rescheduled. She acknowledged that this was a challenging decision to make as teachers not only spend time preparing for their professional development but also for their replacement TTOC.
- A Coding workshop was held on November 16th to develop lesson plans.
- Adrienne Gear presented a workshop on reading strategies on Monday, November 14th.
- Violence Threat Risk Assessment Training: ERASE Bullying – Level 3 will be held on November 28th and 29th at the Parksville Community and Conference Centre
- District school administrators met with school administrators from the Vancouver School District for emergency response training in lieu of SD69's regular monthly administrators' meeting.
- Staff are working on identifying best practices to communicate student learning to parents in a way that engages both students and parents in the process.

b. Education Planning Update

Superintendent Koop reported on the following education planning initiatives:

1. The requirement under the Statement of Progress Report Order for Board's to provide to the Minister of Education a copy of its reporting policy and information on the public consultations done in developing its policy. The Superintendent circulated a first draft of the Communicating Student Learning Policy and its attendant Administrative Procedure to the Board. The draft will be shared at the next District Parents Advisory Council meeting on November 23rd and reviewed at the Board Policy Committee on November 25th.
2. The successful collaboration with the Pieter de Reuver Foundation which has resulted in the approval of a \$5000 scholarship to an SD69 student who is going directly to a post-secondary institution. The scholarship is also renewable in the amount of \$1500 annually for an additional three years.
3. A partnership between the District and the Vancouver Island University to promote education savings initiatives – the Canada Learning Bond and the BC Training and Education Savings Grant.

14. CORRESPONDENCE ATTACHED

- Letter to, and response from, Teresa Rezansoff, BCSTA President
 - Chair Flynn noted that the Board has scheduled a meeting with Ms. Rezansoff and Mike Roberts, CEO of BCSTA.
- Response from Minister of Education re: Foundation Skills Assessment

15. POLICY

- a. **Board Policy 7000: *Safe, Caring and Inclusive School Communities***
(Merging of Board Policies: 7001, 7003, 7020, 7023, 7024, 7035, 7040, 7162, 7164, and 7166)

16-120R

Moved Trustee Flynn *Seconded* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.

CARRIED UNANIMOUSLY

16-121R

Moved Trustee Flynn *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 7000: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.

CARRIED UNANIMOUSLY

b. Board Policy 7001: *Student Discipline (previously Policy #7000)*

16-122R

Moved Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7001: *Student Discipline* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

c. Board Policy 7165: *Substance Use (Students)*

16-123R

Moved Trustee Flynn *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 7165: *Substance Use (Students)* and its attendant Administrative Procedure, at its Regular Board Meeting of October 25, 2016.

CARRIED UNANIMOUSLY

d. Board Policy 8007: *Towards a Scent Considerate School/Workplace Environment (Previously Titled: Use of Scented Products)*

16-124R

Moved Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve second 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.

CARRIED UNANIMOUSLY

e. Board Policy 7140: *Reporting of Child Abuse and Neglect*

16-125R

Moved Trustee Flynn *Seconded* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of Board Policy 7140: *Reporting of Child Abuse and Neglect* and its attendant Administrative Procedure, at its Regular Board Meeting of November 22, 2016.

CARRIED UNANIMOUSLY

f. Administrative Procedure – *Copyright (Previously Board Policy 5085)*

16-126R

Moved Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Copyright*, at its Regular Board Meeting of November 22, 2016.

CARRIED UNANIMOUSLY

g. Administrative Procedure – Fundraising in Schools
(Previously Board Policy 5040)

16-127R

Moved Trustee Flynn *Seconded* Trustee Gair
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Fundraising in Schools*, at its Regular Board Meeting of November 22, 2016.
 CARRIED UNANIMOUSLY

h. Administrative Procedure – Animals in Schools
(Previously Board Policy 5060)

16-128R

Moved Trustee Flynn *Seconded* Trustee Young
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Animals in Schools*, at its Regular Board Meeting of November 22, 2016.
 CARRIED UNANIMOUSLY

i. Administrative Procedure – Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction
(Previously Board Policy 5095)

16-129R

Moved Trustee Flynn *Seconded* Trustee Austin
THAT the Board of Education of School District No. 69 (Qualicum) approve first reading of the Administrative Procedure - *Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction*, at its Regular Board Meeting of November 22, 2016.
 CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS

a. Letter to Minister Bernier Requesting a By-Election for the Vancouver School District

16-130R

Moved Trustee Austin *Seconded* Trustee Young
THAT the Board Chair, on behalf of the Board of Education of School District No. 69 (Qualicum), write a letter to the Minister of Education requesting that a by-election be held for trustees of the Vancouver School District, as well as any other district currently sitting without a democratically elected Board of Education.
 CARRIED UNANIMOUSLY

b. Letter to Premier Clark and Minister Bernier

Trustee Austin referred to a motion passed at the recent Liberal Convention which appears to be in direct conflict with the province's direction on student assessment. She asked her fellow trustees to support a motion to write to the BC Premier and the Minister of Education requesting clarification and potential ramifications to public education as it appears to contradict current government direction.

Superintendent Koop reported that he had been contacted by Deputy Minister Byng regarding this topic. Deputy Minister Byng has advised that the motion was typical activity in the context of party conventions in the run-up to an election for delegates and helps to send a clear message regarding election platform items they should be considering. The Deputy Minister was clear that the motion was not binding on the party or of government; that it does appear to be contrary to some directions that have been established in the context of the redesigned curriculum; and, that it would be contrary to the government's own policy as it relates to student progression and promotion.

Trustees discussed whether it would still be necessary to write a letter given the response from the Deputy Minister. It was determined that, since the information is in the public domain, that a response from the Liberal Party Association would still be beneficial to provide clarity to the public.

16-131R

Moved Trustee Austin *Seconded* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) write a letter to the President of the BC Liberal Party Association regarding the following motion passed at the BC Liberal Convention:

An increase in emphasis on core literacy and numeracy skills in the K-12 system; immediate ending of the practice of passing students to the next grade when they do not have the foundations of their current grade sufficiently grasped; and the return to issuing letter grades at every level in every course to ensure a clear assessment of relative progress at each step;

seeking clarification as to the intent of the motion and the potential ramifications to public education given that it seems to contradict present educational direction set by the Liberal government.

CARRIED

c. Christmas Oranges

16-132R

Moved Trustee Gair *Seconded* Trustee Young

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

CARRIED UNANIMOUSLY

17. NEW OR UNFINISHED BUSINESS

None

18. PUBLIC QUESTION PERIOD

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

- Minister's Visit
- Support and implementation in terms of teachers use of FreshGrade and Scholantis
- Work of the Assessment and Reporting Committee as it relates to the language in the Collective Agreement that grounds teachers in what they can do.

19. ADJOURNMENT

Trustee Gair moved to adjourn the meeting at 8:46 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
November 15, 2016

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
JoAnne Shepherd	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

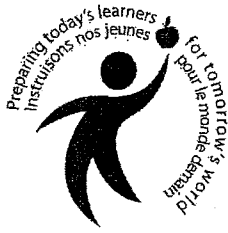
The Board of Education discussed the following matter(s):

- Land
- Labour Relations
- Legal

No motions were submitted for approval at this meeting.

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT

November 22, 2016

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):

- Labour Relations

No motions were submitted for approval at this meeting.

Chairperson

Secretary Treasurer

November 25, 2016

Board of Education – School District # 69 (Qualicum)

This letter will stand as my final approval for the field trip to Ottawa, Montreal, Toronto and New York, planned by the International Student Program Principal, Ross Pepper.

The trip to Ottawa, Montreal, Toronto and New York is planned for March 12, 2017 to March 23, 2017 with approximately 20 students and two chaperones.

We would ask that the board grant final approval for this trip.

Respectfully,



Ross Pepper
District Principal

Cc: Gillian Wilson

RP/bb



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

RECEIVED
MAR 21 2017

POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL ISP (KSS 8SS Grade 10+) DATE (of application) Nov. 18, 2016

DESCRIPTION OF PROPOSED ACTIVITY EduTravel trip to Ontario, Quebec and New York

DATE(S) OF PROPOSED ACTIVITY March 12, 2017 - March 24, 2017

PURPOSE OF PROPOSED ACTIVITY Educational Trip Provided by EduTravel Inc. for Social Studies 11 credit

TEACHER(S) _____

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED _____

OTHER ADULTS _____

GRADE(S) 10-12

SUPERVISION: No. of Students 20 No. of Teachers 2 No. of EAs _____ No. of Parents _____

TRANSPORTATION School bus, ferry, airplane, coach bus

TRAVEL ITINERARY:

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

see attached

PROJECTED COST \$ 2900⁰⁰ DIRECT COST PER STUDENT \$ 2900⁰⁰

SOURCE(S) OF FUNDING student

ACCOMMODATION/MEALS (type of) Hotels & some meals

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: Nov. 21, 2016

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)

International Student Program



Qualicum
SCHOOL DISTRICT

School District No. 69 (Qualicum) Ross Pepper, District Principal Email rpepper@sd69.bc.ca www.schoolincanada.ca

December 1, 2016

Board of Education – School District # 69 (Qualicum)

This letter will stand as my approval for the field trip to Seattle, Washington planned by the International Student Program Activity Coordinator, Jenny Atkinson .

The trip to Seattle will be March 13-15, 2017 with 22 students and two International Student Program staff, with the possibility of 40 students and two International Student Program staff and two chaperons.

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

Respectfully,

A handwritten signature in black ink, appearing to read 'R. Pepper'.

Ross Pepper
District Principal

Cc: Gillian Wilson

RP/bb



Qualicum
SCHOOL DISTRICT

International Student Program

School District No. 69 (Qualicum) Ross Pepper, District Principal Email rpepper@sd69.bc.ca www.schoolincanada.ca
Dec 1, 2016

School District 69
International Student Program

Fieldtrip Objectives: Seattle, March 13-15, 2017

At the end of the fieldtrip to Seattle, participating International Students will:

1. Have an understanding of the differences between Canadian and American culture.
2. Participate in sightseeing/educational activities which are unique to the Seattle area. These activities could include:
 - a. Experience Music Project
 - b. Seattle Space Needle
 - c. Seattle Underground Tour
 - d. Seattle Walking Tour
 - e. Seattle Bus Tour
3. Create a unique "bonding" experience for students. This fieldtrip comes near the end of the students stay in Canada and during the Spring Break. The travel and hotel experience allows for an exceptional final adventure.

Respectfully,

Ross Pepper
District Principal

Cc: Gillian Wilson

RP/bb



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

POLICY 5020
Co-Curricular & Extra Curricular Activities

SCHOOL Qualicum International (KSS/BSS) DATE (of application) Dec 1, 2016

DESCRIPTION OF PROPOSED ACTIVITY Trip to Seattle

DATE(S) OF PROPOSED ACTIVITY March 13-15, 2017

PURPOSE OF PROPOSED ACTIVITY Cultural Activity, sightseeing

TEACHER(S) Jenny Atkinson (ISP), Sandie Nassbauer (ISP)

TOTAL NUMBER OF SUBSTITUTE DAYS REQUIRED 0

OTHER ADULTS _____

GRADE(S) 8-10

SUPERVISION: No. of Students 40/22 No. of Teachers 4/2 No. of EAs _____ No. of Parents _____

TRANSPORTATION school bus, ferry, tour bus

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

PROJECTED COST 522.50 Per Student DIRECT COST PER STUDENT \$ 500⁰⁰
(attach statement of details)

SOURCE(S) OF FUNDING student

ACCOMMODATION/MEALS (type of) Hotel, 2 dinners

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: Dec 1, 2016

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)



SEATTLE TOUR PROPOSAL
For: Qualicum School District #69
Update: November 30, 2016

SEATTLE 3-DAY TOUR

Travel Dates: Monday, March 13, 2017 – Wednesday, March 15, 2017

Transportation: Mini-Coaches or Full-Size Coach

Price: The net non-commissionable price per person is \$500 based on a minimum 20-22 Students traveling on a mini coach or \$465 based on a minimum of 40 paying students up to a maximum of 50 paying students in a full size coach. This trip is GST exempt. All prices include the exchange rate, and quoted in CDN funds.

Price Includes:

- 2 nights hotel accommodation at the Warwick Hotel in Seattle, based on quad occupancy (4 people per room sharing 2 beds) for the students and double occupancy for the chaperones
- Deluxe coach transportation
- 1 experienced, friendly and fun Tour Guide
- Admission to Space Needle
- Admission to Seattle Underground Tour
- Ride the Ducks
- 2 hours of play at Gameworks & Pizza Dinner
- Group dinner at Old Spaghetti Factory
- 2 complimentary chaperone based on a mini coach or 4 complimentary chaperones based on a full sized coach
- Enroute entertainment, games and prizes
- All taxes

Tour Overview:

This Seattle 3 day tour is ideal for those that truly want to experience life in the United States! On this 3-Day tour, you will experience the best of a great American city, and of course shop till you drop at the Premium Outlet Malls. With accommodations at a hotel in downtown Seattle, activities and dinners and the services of a friendly Canadian Guide this package is the ultimate U.S. getaway.

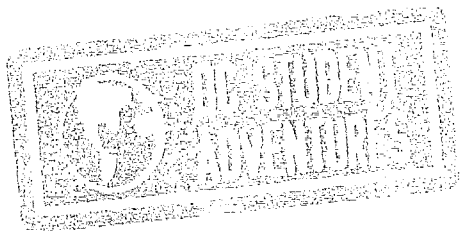
Tour Itinerary:

Day 1: Tsawwassen to Seattle

- 9:45am – Meet your bus and tour guides at the Tsawwassen Ferry Terminal (Take the 7:45am ferry from Duke Point)
- Go through customs at the Canada/USA Border. All passengers must pay the \$6 USD processing fee and have their original passport
- Arrive at the Premium Outlets Stores for 2 hours of shopping and time for lunch (own expense)
- Depart for Seattle and check into your hotel (time permitting)
- Game Works is included this evening with 2 hours of game time and pizza dinner including potato chips and unlimited soft drinks.

Day 2: Seattle Activities

- 9:00am Depart for Pike Place Market this morning with your guide sightseeing tour of the city including the Piers, Pike Place Market, the First Starbucks and Gum Wall.
- You'll have time for lunch today at the Market (own expense)



- 1:30pm This afternoon check in for your Ride the Ducks tour of the city both on land and in water on this unique amphibian vehicle.
- 5:30pm – Group dinner at the Spaghetti Factory.
- 7:30pm – Tonight, admission to the Seattle Space Needle is included, see the sunset on the city and the city lights at night that seem to go for miles and miles.
- Option to see an IMAX movie at Seattle Centre later this evening.

Day 3: Seattle to Tsawwassen

- Check out and depart Seattle at 9:00am
- 10:00am This morning enjoy the guided Underground Tour (included)
- 12:00 noon – You'll have time after your tour to purchase a quick lunch from Pike Place Market.
- Last opportunity to explore the market, or pick up a last minute souvenir before departing for the journey home.
- 2:15pm Depart for the Border
- 5:15pm – Stop at the Duty Free Store before crossing the border. Please have all your receipts and passport/Visa ready to show officials. Time permitting stop for dinner enroute to the Ferry.
- 7:45 pm Drop off at the Tsawwassen Ferry Terminal for the 8:15pm return sailing for Duke Point

BOOKING TERMS & CONDITIONS

Please note the following:

- These are custom tours and can be adjusted to best fit the group's needs.
- Prices are subject to change until written confirmation is received
- Please note the number of guides supplied and chaperones, if you require additional chaperones to travel, additional charges may apply.

Overnight Tours

- A signed confirmation is required to hold the hotel rooms (*availability and prices are subject to change until a signed confirmation is received*)
- A deposit of 20% is required 31 days prior to the tour departure date (or fully payment through our online booking system)
- Full cancellation reimbursement 22-30 days before departure
- Full payment & rooming list is due 21 days prior to departure
- 50% penalty if cancelled 14-21 days prior to departure
- 75% penalty within 7-13 days
- 100% penalty if cancelled 7 days or less of departure date
- Emergency Cancellation Insurance is available at the time of booking and recommended to all passengers

AGREEMENT

I, _____, on behalf of _____ understand and agree to the

(Printed Name) (Company)

Group Reservations Terms and Conditions as outlined above.

Signature _____ Date Signed: _____

Seattle Tour March 13-15, 2017

Item	Cost Based on 40	Group	Cost Based on 22	Group
School Bus to Nanaimo/Back	\$250x2	\$ 500.00	\$500	\$ 500.00
Ferry Crossing	4x\$16.9, 40 x \$10=approx \$500 (2 WAYS)	\$ 1,000.00	2x\$16.9, 22 x \$10=approx \$500 (2 WAYS)	\$ 510.00
Tour Cost	\$465 ea	\$ 18,600.00	\$500 ea	\$ 11,000.00
Chaperone Fees	4x\$200	\$ 800.00	2x\$200	\$ 400.00
	TOTAL	\$ 20,900.00		\$ 12,410.00
<i>Cost per student</i>	\$522.50	\$500/Student	\$564.09	\$500/Student

Remainder Subsidized by ISP

estimate at Dec 1, 16



NEWS RELEASE

For Immediate Release
2016JTST0225-002448
Nov. 23, 2016

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

Province expands investments in school district apprenticeship programs

NANAIMO – Three school districts in the region will receive a combined \$70,000 in funding for the Youth Work in Trades program to boost trades training for young people.

School districts will receive the following funding:

- SD 68 Nanaimo: \$30,000
- SD 69 Qualicum: \$20,000
- SD 79 Cowichan Valley: \$20,000

Youth Work in Trades, formerly Secondary School Apprenticeship (SSA), is a dual credit program that provides an opportunity for B.C. students in grades 10, 11 and 12 to begin their apprenticeship journey. The funds support school districts in placing students with local employers to attain practical experience. Students will earn a paycheque while gaining credit toward their high school diploma and the apprenticeship portion of their trades training.

Allocation of Youth Work in Trades funding reflects regional and school districts' needs. These funding opportunities directly support the goals of B.C.'s Skills for Jobs Blueprint to realign training investments to better prepare the province's youth for a successful career in skilled trades.

The funding helps districts cover staffing costs to support and guide youth in securing jobs and employer sponsorship required to enter the trades apprenticeship system. It will also help youth transition from technical training to work-based training, and build further awareness of opportunities in the skilled trades among youth, parents, educators and employers in their communities.

The B.C. government committed an additional \$7.8 million from Budget 2016 to the Industry Training Authority (ITA) for its youth program expansion over the next three years. This has allowed the ITA to expand its youth trades training programs including the funding of an additional 18 school districts in 2016-17, for a total of 45 school districts.

In response to the objectives outlined in B.C.'s Skills for Jobs Blueprint and the McDonald Report, the B.C. government has worked in partnership with the ITA to begin building a demand-driven trades-training system with funding aligned to specific in-demand trades.

The provincial government invests more than \$94 million annually in industry training through the ITA. The ITA leads and co-ordinates British Columbia's skilled trades system by working with employers, employees, industry, labour, training providers and government to issue credentials, manage apprenticeships, set program standards and increase opportunities in the trades.

The second annual Apprenticeship Recognition Week was held Oct. 31 to Nov. 4 in celebration of apprentices and their employers throughout the province.

Quotes:

Michelle Stilwell, MLA for Parksville-Qualicum –

“We’re giving students an earlier start on making their career choices, with more information on options available in the skilled trades. The Youth Work in Trades program allows students to discover the opportunities and helps smooth the transition from school to the workforce.”

Gary Herman, CEO, Industry Training Authority –

“We are pleased with this funding support for ITA’s youth trades training programs from the B.C. government. School districts play a key role in connecting youth with employer sponsors, and this funding will help ensure that the right connections are being made and that students are graduating with the right skills and knowledge to attain successful careers in the trades.”

Quick Facts:

- Last year the B.C. government invested more than \$17.4 million in secondary school trades programs.
- ITA provides more than 100 apprenticeship training programs in B.C., including 50 Red Seal trades.
- There are currently more than 39,000 registered apprentices in the industry training system (including youth) – more than double the 14,676 apprentices registered when ITA was created in 2004.
- B.C. is expecting up to one million job openings by 2025 due to retirements and economic growth.
- Eight of every 10 of these job openings will require post-secondary education or trades training.

Learn More:

Industry Training Authority: <http://www.itabc.ca/>

Industry Training Authority Youth: <http://www.itabc.ca/youth/>

B.C.'s Skills for Jobs Blueprint: <https://www.workbc.ca/Training-Education/B-C-s-Skills-for-Jobs-Blueprint.aspx>

B.C. Labour Market Outlook: www.workbc.ca/Labour-Market-Information/B-C-s-Economy/Reports.aspx

September 2016 youth program announcement:
<https://news.gov.bc.ca/releases/2016JTST0152-001775>



NEWS RELEASE

For Immediate Release
2016EDUC0257-002479
Nov. 24, 2016

Ministry of Education

Teachers get extra year to test, refine new curriculum for grades 10 to 12

VICTORIA – B.C. teachers and students in grades 10 to 12 will have more time to start using the draft new curriculum and help refine it, thanks to a one-year extension of the implementation period.

“Teachers, principals and trustees asked for more time to work hands-on with the redesigned curriculum – and it’s the right thing to do to make sure that we get it right for our students,” said Education Minister Mike Bernier. “Curriculum in the high school years is more complex, is tied in to provincial exams and evaluated strictly. So it’s critical teachers have enough time to use the draft 10-12 curriculum and help shape it with their feedback.”

Many teachers started using the draft grade 10-12 curriculum this past fall, and are providing feedback on its success with students. The redesigned 10-12 curriculum will be implemented at the beginning of the 2018-19 school year, based on feedback provided by teachers and educators.

“The new curriculum has been designed by teachers for teachers – and thanks to their efforts it’s been successfully brought to life in kindergarten through Grade 9,” Bernier added. “The world is changing and our new curriculum is making sure our kids learn the skills they need to succeed in that changing world.”

Making sure students are ready to succeed is also the reason behind today’s announcement of enhancements to the Foundation Skills Assessments (FSA) – the reading, writing and numeracy tests given to all students in grades 4 and 7. The tests provide parents and teachers with a critical overview of how students are doing.

Teachers and education experts advised the ministry to have students write the FSAs much earlier in the school year. This way teachers and parents will get a snapshot of student learning in key areas sooner – and use the results to address any challenges a student may be having. Starting next school year, the tests will be written in October and November instead of January and February.

The Province is also enhancing its reporting of school-level FSA results. Instead of simply releasing the data as was done in the past, the ministry will include FSA results in broader school reports that look at a wide range of education outcomes.

“Parents want to know how well their child and how well their child’s school is doing,” Bernier said. “We are going to make sure they get that information in a way that’s useful to them. “



NEWS RELEASE

For Immediate Release
2016EDUC0261-002558
Dec. 1, 2016

Ministry of Education

British Columbia and Spain partner to support bilingual education

VICTORIA – The B.C. government and the government of Spain are working together to promote and create English-Spanish bilingual school programs for B.C. students.

Today, government signed a Memorandum of Understanding (MOU) with Spain as the first step toward giving B.C. students the opportunity to learn Spanish language, culture and history through grades K - 12.

While B.C. students will benefit, more students from Spain will be able to come to B.C. to study, promoting international student diversity and strengthening the global economy. The agreement also provides the framework for B.C. to open offshore schools in Spain in the future.

Today's MOU supports the Province's International Education Strategy, which promotes the two-way flow of students, teachers and ideas between B.C. and the rest of the world. Communities, families and businesses throughout B.C. reap the social, cultural and economic benefits of a strong international education sector.

Quotes:

Mike Bernier, Minister of Education –

"We are proud to partner with Spain in support of international student learning and diversity. B.C. students will not only have the opportunity to learn the Spanish language and culture, but also be given the chance to learn and work abroad."

Carlos Gómez- Mugica, Ambassador of Spain to Canada –

"We would like to underline the importance of this MOU which will strengthen the cultural and educative co-operation with British Columbia, and contribute to the deepening of our mutual knowledge and to the reinforcement of our relations with Canada."

Quick Facts:

- In 2015-16, there were over 18,700 international students in B.C.'s K-12 system – more than 14,639 in 49 school districts and more than 4,072 in 108 independent schools – contributing an estimated \$446 million annually to the provincial economy.
- The number of international students in B.C.'s K-12 system has increased by more than 50% since the launch of British Columbia's International Education Strategy in 2012.
- There are currently 46 certified B.C. offshore schools in eight countries, including China, Colombia, Egypt, France, Japan, Qatar, South Korea and Thailand.
- Students who graduate from B.C. offshore schools receive a Dogwood Diploma, making it

easier to enter B.C.'s post-secondary system.

- Alberta entered into a similar MOU with Spain in 1998. In 2015-16 there were 28 Alberta schools (15 elementary schools, eight middle schools and five high schools) offering bilingual Spanish/English education programs, enrolling 6,072 students in Edmonton, Calgary and Red Deer.
- Manitoba signed a similar MOU with Spain in 2013 and opened a first Spanish bilingual program in the 2016.

Learn More:

International Education: <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/international-education>

B.C. Offshore Schools: <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/international-education/offshore-schools>

Media Contact:

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

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



NEWS RELEASE

For Immediate Release
2016EDUC0266-002603
Dec. 6, 2016

Ministry of Education

Session teaches B.C. teachers coding skills that will help students succeed

VANCOUVER – More than 60 teachers from the Lower Mainland gathered today at the Microsoft Centre of Excellence in downtown Vancouver to learn basic coding techniques from some of the best instructors in the industry – all to make sure B.C. students have the skills they need to succeed in today’s changing world.

Education Minister Mike Bernier joined teachers in an interactive ping pong ice breaker game. Teams had to create a simple algorithm to guide a blindfolded teammate to retrieve a ping pong ball. The game helps develop communication and critical thinking – vital skills needed for future success.

Coding is a hands-on way of teaching students how to analyze a problem, determine the steps to fix that problem and then create directions so a machine can carry out those steps. Whether or not students pursue careers in the technology sector, these are vital critical thinking skills for future success.

Lighthouse Labs, in partnership with Kids Code Jeunesse, is leading two-day training sessions throughout the province, providing teachers the digital literacy skills required to captivate and empower students in grades 6 to 9 in the skill of coding.

All 60 school districts have been invited to send two teachers to attend one of six regional sessions taking place in Victoria, Vancouver, Chilliwack, Kelowna, Trail and Prince George. Follow-up training sessions will be available in spring 2017.

The participants will then go back to their communities armed with the tools required to effectively train their colleagues, spreading coding skills throughout the school district and to students. Beginning in 2018-19, every student in B.C. will take a coding module or course between grades 6 and 9.

Teaching children coding also supports the #BCTECH Strategy, a key component of the BC Jobs Plan to support the growth of the province’s vibrant technology sector and strengthen British Columbia’s diverse knowledge-based economy.

Mike Bernier, Minister of Education –

“Preparing our kids for their future is our most important job, and getting teachers trained to teach coding and the new curriculum is just one way we are doing that. These workshops are a great opportunity for teachers to connect with the skills they need to train their fellow teachers and connect students with tomorrow’s skills today.”

Jeremy Shaki, co-founder of Lighthouse Labs –

"Lighthouse Labs is proud to support the Ministry of Education in training teachers across British Columbia. Investing in our teachers is an integral part of introducing our children to the world of technology. With the goal of showing Canada's next generation that code can be a vessel for any passion, you start with teachers and the rest grows from there."

Kate Arthur, co-founder and director of Kids Code Jeunesse—

"Teachers are leading children into the 21st century. We want teachers to know that they can count on us for the training and tools they need to bring learning into the future."

Edoardo De Martin, director of Microsoft Vancouver—

"Education is a focus for Microsoft Vancouver, from research partnerships to product development and community engagement. We are proud to be welcoming teachers into our space this week as they prepare to bring coding into the classroom."

Quick Facts:

- Government has awarded a two-year contract to Lighthouse Labs, in partnership with Kids Code Jeunesse, to deliver regional training sessions on coding curriculum for teachers.
- Founded in 2013, Lighthouse Labs is an immersive, modern approach to teaching web and mobile software development. With a hands-on curriculum built by a community of industry experts, Lighthouse Labs focuses on transforming passionate people into agile programmers.
- Kids Code Jeunesse is a Canadian not-for-profit organization dedicated to empowering kids, teachers and parents with the skills needed to thrive in a technology-driven society.
- While coding is currently an optional part of the Applied Design, Skills, and Technologies K-9 curriculum that is being implemented this school year, many teachers already teach coding.

Learn More:

Earlier this year, Premier Christy Clark announced funding to help connect students with coding, new curriculum and computers. Learn more about this announcement:

<https://news.gov.bc.ca/releases/2016PREM0065-000994>

Learn more about Lighthouse Labs: <https://lighthouselabs.ca>

Explore B.C.'s new curriculum: <https://curriculum.gov.bc.ca>

For more information on the #BCTECH Strategy, visit: <http://bctechstrategy.gov.bc.ca/>

The B.C. government has launched a new parent engagement process to better understand how parents want to be informed of their student's success from kindergarten to Grade 9. Participate in this process by visiting: <http://engage.gov.bc.ca/yourkidsprogress>



NEWS RELEASE

For Immediate Release
2016EDUC0265-002592
Dec. 6, 2016

Ministry of Education

B.C. students are world leaders in reading, science and math

VICTORIA – Education Minister Mike Bernier welcomed today's news that B.C. students have earned some of the best outcomes against their peers in the 2015 Programme for International Student Assessment (PISA) released today.

B.C.'s Grade 10 students earned the top-spot for reading, second in science and sixth in math – each an improvement over the last time testing was done in 2012. Conducted by the Organization for Economic Co-operation and Development, the PISA assesses students from 72 countries and all 10 Canadian provinces.

“Our students are the best readers in the world and their outcomes put them at the head of the class globally. These results come thanks to hard work by the students, the skills and efforts of our teachers, and from the strength of our education system,” said Bernier. “It’s doubly rewarding to see the strong results are also an improvement from the already strong results three years ago.”

In PISA 2012, B.C. students performed second in reading, third in science, and 10th in math.

“World-leading results like the PISA results are what we are building on with our new curriculum,” Bernier noted. “Our new curriculum is going to help make sure that our students continue to have great outcomes and connect with the skills they need to succeed in our changing world.”

The OECD report is available at: <http://www.oecd.org/pisa/>

The Canadian report is available at: www.pisacan.ca

Quick facts

- B.C. students achieved the highest average score in reading in PISA 2015, no countries performed above B.C.'s range. Ten jurisdictions performed at B.C.'s range, and 71 jurisdictions performed below.
- In science, only Singapore outperformed B.C. statistically. Ten jurisdictions, including Canada as a whole, performed in B.C.'s range, including Alberta which statistically tied with B.C. Seventy jurisdictions performed below B.C.'s range.
- In math, five jurisdictions performed above B.C. statistically, 12 jurisdictions performed at the same level as B.C., and 64 performed below.
- In math rankings, only Quebec finished ahead of B.C. within Canada.
- B.C. also demonstrated high equality in student performance, which is the gap between the highest and lowest performing students, showing the system is delivering high student achievement in an equitable manner.

- PISA assesses the performance of 15 year old students in reading, science and math.
- It is conducted every three years and is one of the most comprehensive programs of its kind in the world.
- Seventy-two countries and all 10 Canadian provinces participated in PISA 2015.

Media Contact:

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

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



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Indigenous Education Advisory Committee
Meeting Location: Winchelsea Place
Meeting Time: November 21, 2016

Committee Report:

The Indigenous Education Advisory Meeting continued from our brainstorming discussion of last time. We were discussing using the possibility of sponsoring a group of sessions that would allow folks to come together, learn about a skill and exchange information. This is based on the services provided by the community centers in many Indigenous communities.

Members discussed where this kind of activity could happen and what topics could be discussed. Plans will move forward to present a pilot in January and then determine how to continue from there. All members of the Advisory Committee who were present were very excited about this idea.

Events:

Winter Celebration November 30th at the Parksville Community & Conference Centre

Next Meeting:

January 23, 2017 at noon



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: Jacob Gair
Committee Name: Curriculum Implementation Advisory Committee
Meeting Location: District Resource Centre
Meeting Date: November 28, 2016
Committee Report:

As there were no teachers in attendance it was decided to use the meeting only as an information session.

The first round of Curriculum Implementation Applications have been received and \$27,000 worth of requests made; however, only \$10 000 is available. Since the district is now out of funding protection we may be able to find money from the Teaching/Learning budget.

A discussion of feedback and accountability mechanisms for applicants followed. There was a hope among meeting attendees that feedback should be fluid and flexible.

Plans were then discussed to have one of the applicant groups present at a future public board meeting to report out on their activities and share their experiences with the new curriculum.

Questions were asked about where resources purchased with curriculum implementation funds would go after the purchaser was finished with them. In general, most are school-based. However, it will depend on the application of the resource and its level of use.

The committee will request more funds from the Board in the near future.



SD69 QUALICUM

Ron Amos
Secretary-Treasurer

Memo

Date: December 13, 2016
To: Board of Education
cc: Rollie Koop, Superintendent
From: Ron Amos, Secretary Treasurer
Re: Meadowood Property – Public consultation results

Background/Rationale:

At the October 25, 2016 Regular Board meeting, the Board announced that it was considering the disposition of the property located at 1830 Galvin Place and directed staff to seek community feedback through a Public Notice in local media.

As you will recall 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, License of Use – SD69/RDN Meadowood Way Lands until 2024. The RDN uses the property for parking and play space.

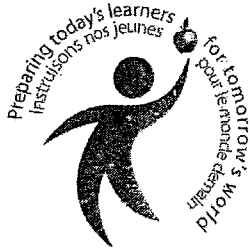
During the 30 day notice period, we received 5 written comments from various individuals and organizations. Although unstructured play area for children and holding the property for a future retirement community proposal were mentioned, the majority of the support was to work with the RDN for some concept of a local Community Hall.

	Action	Caveats
1	Retain for fields, bike paths and outdoor recreational opportunities	None
2	Retain for unstructured play area, or for future proposals, like retirement community	Reflects spirit of Community
3	Enter into discussions with RDN that they may want to acquire site	None
4	Donate or negotiate purchase by RDN for park land or development	None
5	Add to the community park for future site of RDN Community Hall	None

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) confirm that Lot A, Block 359, Newcastle District, Plan VIP73141 (known as the Meadowood/Galvin property) will not be required for future educational purposes by the Board of Education.

THAT the Board of Education of School District 69 (Qualicum) direct the Secretary Treasurer to seek approval from the Ministry of Education to proceed with the disposition of Lot A, Block 359, Newcastle District, Plan VIP73141 (known as the Meadowood/Galvin property).



SCHOOL DISTRICT No.69 (QUALICUM)

November 23, 2016

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

Dear Minister Bernier:

As you are aware, the Board of Education of School District 69 (Qualicum) passed the following motion at its October Regular Board Meeting:

THAT the Board of Education of School District 69 (Qualicum) boycott the upcoming visit to the District by the Minister of Education, with the exception of the Board Chair who would, at that time, present Minister Bernier with a letter outlining the Board's stance and request that the Ministry of Education provide sustainable, adequate and predictable funding for public education.

First, I would like to clarify that the boycott of your visit by Trustees is not related to your dissolution of the Vancouver School Board. There was a separate discussion and motion entirely dedicated to a media statement from the President of the BC School Trustees Association. In future, I invite you to contact me directly for clarification regarding the intent of any motions from our Board that are brought to your attention, as the misunderstanding in this case due to the merging and misinterpretation of both motions by the media could have been quickly resolved.

The true reason for the decision by trustees to boycott your visit is that past Ministerial visits have not proven to be helpful in addressing issues raised by the Board, nor have they resulted in any action on our recommendations to improve funding and resources for districts. For example, a proposal for changes to the funding and financial planning of districts presented to Minister Fassbender during his visit in November 2013 included the following recommendations:

- a. Year to year budgeting is hampering Boards' ability to make good business decisions. Boards need both the flexibility and the responsibility to budget over at least a five year term.
- b. The Ministry needs to rethink distribution of capital funds for projects, ensuring that we are maximizing the use of capital improvements for long term efficiencies for a positive return on investment in terms of operational savings and the reduction of our carbon footprint.

The brief presented also included the rationale for each of those recommendations for the Minister to consider. The Board was never even afforded a response to any of the ideas presented, which were the result of lengthy discussion and consideration by the Board and Senior Staff, and were presented in a spirit of collaboration.

/2

This, and past meetings, have left Trustees with the perception that meeting with the Minister is merely superficial. How are we to believe that our issues, concerns and suggestions are truly being heard and considered after we are invited to provide that information at these meetings?

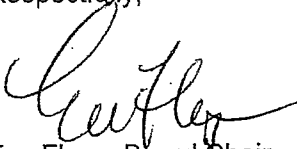
We do appreciate your visit to the District as an opportunity to showcase the work of our teachers and students and to celebrate some of the many successes of our District; this is something we acknowledge and celebrate every day.

However, what really needs to occur between the Minister and Trustees is for all of us to have substantive conversations about action plans that we have proposed in the past, as well as to provide an opportunity to receive feedback from the Minister and the Minister's staff after being given the time to review and consider those proposals.

Boards across the province have ideas and directions that they wish to pursue, but in some cases are constrained by the balance budget provisions within the *School Act*. Opportunities are being lost in the wake of a lack of sustainable, reliable and adequate funding. In our budget deliberations of 2015/16 a proposal from a school for the District to purchase a derelict house for the secondary carpentry and wood-working students to rebuild and sell for a profit once the renovations were completed, could not even be considered given the narrow margins of available money after all other resources are accommodated within the funding provided. If we were able to carry a deficit we would have been able to provide invaluable experience for our students while increasing our revenues.

A 45-minute meeting does not provide anywhere near enough time for the in-depth discussion required for those topics. Therefore, the Board respectfully requests a substantive two to three-hour meeting with the Minister of Education and the Minister of Finance to exchange ideas, obtain feedback and potentially identify solutions to reverse the longstanding climate of inadequate, unreliable and unsustainable funding of the BC Education system.

Respectfully,



Eve Flynn, Board Chair

On behalf of the Board of Education of School District 69 (Qualicum)

Attachments:

- SD69 Proposal and PowerPoint Presentation to Minister Fassbender 11.29.13

cc: Honourable Michael de Jong, Minister of Finance
Rollie Koop, Superintendent of Schools, SD69
Ron Amos, Secretary Treasurer, SD69

File: 0530-01



November 25, 2016

Ref: 190878

Eve Flynn, Chair
Board of Education
School District No. 69 (Qualicum)
Email: eflynn@sd69.bc.ca

Dear Ms. Flynn:

Thank you for your letter of October 4, 2016, regarding your recommendations to the Select Standing Committee on Finance and Government Services on funding for schools in British Columbia. I appreciate the recommendations your District has brought forward.

With government's pledge to a balanced budget, the Ministry of Education was provided with a funding increase in *Budget 2016*, which delivered an additional \$221 million for public schools alone over the next three fiscal years. For the 2016/17 school year, the Ministry has also recently announced \$28 million in additional preliminary funding allocations to boards of education by allocating the holdback now and ensuring additional funds for enrolment growth are secured.

Overall, education funding is up \$110 million compared to last year's budget, and the Ministry is investing a record of \$5.1 billion in public education this year. Annual education funding is \$1.2 billion higher than it was in 2000/01, and the average per student funding for public schools has increased by 42 percent over this same period.

It is important to recognize, *Budget 2016* provides funding for the teacher and support staff labour settlements, including the economic stability dividend. In addition, effective July 1, 2016, the employer contribution rate for the Teachers' Pension Plan dropped, creating an estimated \$45 million in savings across all school districts, which can be used to offset any pressures.

The Ministry has also announced an additional \$25 million for the 2016/17 school year, which will benefit districts through decreased operating charges, for items such as Internet and insurance costs. This will support funds for boards of education in British Columbia to be used in any area they choose.

Recently, the Rural Education Enhancement Fund (REEF) was established in an effort to help rural schools in British Columbia stay open. I can assure you, REEF is ongoing and dedicated funding will be made available to support rural school districts going forward. REEF is truly intended to support local boards.

.../2

In addition, in August 2018, \$14.7 million in new ongoing funding was announced through a new Student Transportation Fund. This funding is to be used to eliminate fees for eligible students and to address local transportation priorities.

As you know, the K–12 public education sector in British Columbia is co-managed by the Ministry of Education and 60 locally elected boards of education. In accordance with the *School Act*, the Ministry sets education standards and provides funding, while boards of education are responsible for budgetary spending decisions regarding the operation and maintenance of schools within their districts. This includes decisions about the selection of resources, programs and services offered to their students to deliver the provincial curriculum. The formula through which education funding is allocated is continually under review by the Technical Review Committee, consisting of Ministry staff, superintendents and secretary-treasurers. At this time, the only targeted funding included in the operating grant funding formula is for Aboriginal Education; remaining funding can be used flexibly accordingly to local boards' priorities.

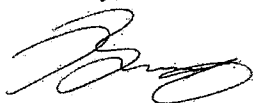
It is important to note, all school districts in BC prepared submissions to the BC Public School Employers' Association outlining their priority requests for principal and vice-principal salary increases in 2015 and for all other district-based staff salary increases in 2016. As is the case for all public sector employers, the decision to provide compensation increases, consistent with government policy, rests with individual employers; this recognizes that "consistency" also includes the expectation to fund increases from within existing operational budgets for management/exempt positions.

Government has been clear in all circumstances of this nature, the most modest in-salary range compensation increases that have now been permitted must be accommodated within existing budgets. We are monitoring these impacts as part of the annual budget process.

If you have any questions or require further information, please contact George Farkas, Assistant Deputy Minister, Resource Management and Corporate Services Division, at (250) 356-1883 or by email at George.Farkas@gov.bc.ca.

Again, thank you for writing.

Sincerely,



Mike Bernier
Minister

pc: Honourable Michelle Stilwell, MLA, Parksville-Qualicum
Christina Zacharuk, President & CEO, Public Sector Employers' Council Secretariat
Michael Marchbank, Public Administrator, BC Public School Employers' Association



SCHOOL DISTRICT No.69 (QUALICUM)

November 25, 2016

Ms. Sharon White, President
Provincial Executive Board
BC Liberal Party
PO Box 28131 West Pender St PO
Vancouver, BC V6C 3T7

Dear Ms. White:

Shortly after the BC Liberal Party Convention held in early November a photograph circulated around social media bearing a motion that was passed at the convention. The resolution put forward by Prince George-Valemount and Prince George-Mackenzie sought:

"An increase in emphasis on core literacy and numeracy skills in the K-12 system; immediate ending of the practice of passing students to the next grade when they do not have the foundations of their current grade sufficiently grasped; and the return to issuing letter grades at every level in every course to ensure a clear assessment of relative progress at each step."

Considering that this motion seems to be going in a different direction set by the present Liberal government, social media public comments ranged from alarm, concern, and dissatisfaction to debates on the merits. Our school district superintendent spoke with Deputy Minister Byng to get clarification on party process and how motions passed at a convention may or may not influence policy. We thank Mr. Byng for his comments that were shared at our most recent public board meeting.

Normally this sort of explanation would have been enough had we come to this knowledge in another manner. However, social media has its own invasive properties and can very quickly spread wrong, partially correct or out of context information on which participants are basing opinions. Though our local board and public have the benefit of an explanation, we are concerned that the broader public may not have knowledge of just how the process works.

Could you please clarify for public consumption how a motion passed at a party convention may or may not affect party policy, particularly when that party forms government.

Thank you in advance for clarifying this matter.

Sincerely,

Eve Flynn, Board Chair

cc: Rollie Koop, Superintendent of Schools



SCHOOL DISTRICT No.69 (QUALICUM)

November 25, 2016

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

Dear Minister Bernier:

At its Regular Board Meeting of November 22, 2016, the Board of Education of School District 69 (Qualicum) passed the following motion:

THAT the Board Chair, on behalf of the Board of Education of School District No. 69 (Qualicum), write a letter to the Minister of Education requesting that a by-election be held for trustees of the Vancouver School District, as well as any other district currently sitting without a democratically elected Board of Education.

The *School Act* states that elections must be held every 4 years; therefore, it is obvious that government believes that a community is best served by locally-elected trustees. In a response to Teresa Rezansoff, President of the BC School Trustees Association, you state that you agree with and are committed to that principle. There are still two years left in the current term and, in the event a trustee position becomes vacant, the *School Act* allows for a by-election so why could it not apply for the replacement of a whole Board?

It is our express wish that the official trustees appointed to the Vancouver and the North Okanagan-Shuswap School Districts only remain in their positions until such time as the districts are able to organize and hold a by-election.

Sincerely,

Eve Flynn
Board Chair

cc: Rollie Koop, Superintendent of Schools
BC Boards of Education (via BCSTA)



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

Page 1 of 2

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

Page 2 of 2

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.

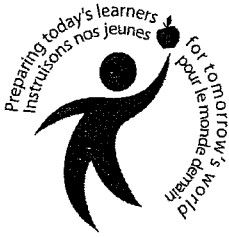
This District Discipline Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

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)

Page 2 of 2

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

Page 2 of 4

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

Page 3 of 4

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

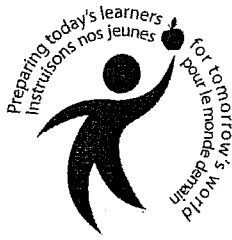
Page 4 of 4

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*



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Board Administrative Procedure: Reporting of Suspected Child Abuse and Neglect*
- ***The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers*** (January 2016) (www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protectingchildren/childabusepreventionhandbook_serviceprovider.pdf)
- ***Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report*** (www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protectingchildren/childabusepreventionhandbook_generalpublicbooklet.pdf)
- ***Child, Family and Community Services Act***
- ***District 69 Tri-Lateral Protocol***

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 1 of 5

Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 2 of 5

When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

Procedures for Reporting Suspected Child Abuse or Neglect

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 3 of 5

Reminders

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children.

It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Board Policy 7140: Reporting of Suspected Child Abuse and Neglect*
- *The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (January 2016)* http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- *Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report* https://www.bced.gov.bc.ca/sco/resourcedocs/child_welfare_your_role.pdf
- *Child, Family and Community Services Act*
- *District 69 Tri-Lateral Protocol*

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

Page 4 of 5

CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

COPYRIGHT

Page 1 of 1

Purpose:

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.

1. The Board designates ~~the administrator responsible for the~~ a District Resource Centre **staff member** to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. ~~At the first staff meeting of the school year,~~ The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Policy **Procedures** and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.

References:

- *Copyright Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

FUNDRAISING IN SCHOOLS

Page 1 of 1

Purpose:

The Board of Education understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board of Education recognizes the educational and humanitarian values of fundraising in and by schools and their Parent Advisory Councils (**PACs**).

The Board of Education believes that fundraising is most acceptable when it provides a service or a product in the community.

1. Any school club, group or organization, including PACs, must request and receive permission from the principal to engage in a fund-raising activity.
2. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices, and recorded in school accounts that are under the control of the principal.
3. All funds raised by Parent Advisory Committees shall remain the responsibility of PACs until donated to the school, at which time they shall be recorded in school accounts that are under the control of the principal.
4. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum. ~~As well, schools shall restrict canvassing activities to their immediate attendance area, and activities that rely on door-to-door solicitation are to be discouraged.~~
5. Principals will advise parents as to the purposes of all fund-raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

ANIMALS IN SCHOOLS

Page 1 of 1

Purpose:

The Board of Education believes that animals kept in schools or visiting schools should be for educational purposes only, with the exception of certified assistance dogs.

1. The Principal shall approve all animals that are brought into the schools for educational purposes.
2. Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size and characteristics of the animal.
3. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
4. Animals shall not be allowed to roam freely in the school.
5. Animals shall should not be left in schools during holiday periods, and, where practicable, teachers responsible will make arrangements for their care in other locations.
6. When animals are to be kept in the classroom teachers shall ascertain that:
 - a. students and school personnel are not allergic to their presence;
 - b. the animals are free from any diseases or body parasites;
 - c. the animals will present no physical danger to students; and,
 - d. students will be instructed in the proper care and handling of the animal.
7. Staff shall not bring their own household pets into district schools except for educational purposes.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

Page 1 of 1

Purpose

The Board of Education recognizes that the Health curriculum organizer of Health and Career Education K to 7, Health and Career Education 8 and 9, and Planning 10 include prescribed learning outcomes that some students and their parents may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting.

The Board of Education also recognizes the parent's role as primary educators in the development of their children's attitudes and values.

While the Ministry of Education does not allow for the omission of the Health and Career **Physical and Health Education** Curriculum, it does allow for parents, in consultation with the teacher and/or principal, to arrange for alternatives to regular classroom instruction as a means of addressing these outcomes.

This policy applies only to the prescribed learning outcomes in the Health curriculum organizer of Health and Career Education K to 7, Health and Career Education 8 and 9, and Planning 10. The policy does not apply to any other prescribed learning outcomes in these IRPs, nor does it apply to any other provincial curriculum/IRP.

It is each school's responsibility to inform parents, well in advance, when issues of a sensitive nature are planned for specific class instruction/discussion. Teachers will hand out, at the beginning of the course, a list of topics to be covered in the health component so that parents can determine which topic(s), if any, they wish to have addressed either by an alternate approach in the classroom or by assuming responsibility for providing the alternate delivery of the topic(s) outside of regular classroom instruction.

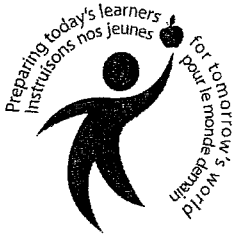
Parents who request that their children not participate in Health and Career **Physical and Health Education** Curriculum class activities where sensitive topics are discussed must address the topics in the alternative manner provided by the Ministry. It is expected that parents who arrange for alternate delivery will address the health-related learning outcomes. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a) The parent and students will discuss the area(s) of concern with the classroom teacher to determine if an alternate approach may be used in the classroom.
- b) A request to the principal or designate may be made for the student to complete sensitive topics outside regular classroom instruction if accommodation is deemed to be inappropriate during the classroom period.
- c) The parents will assume responsibility for the completion of sensitive topics outside of regular classroom instruction and the demonstration that the prescribed learning outcome has been met.

This policy and regulations are to be reviewed annually with professional staff in September of each school year and this policy is to be conveyed to parents, in its entirety, in the school's September newsletter. **This administrative procedure is to be reviewed annually with professional staff and parents.**

References:

- *Physical and Health Education Curriculum K-9 (2016) BC Ministry of Education*
- *Ministerial Order M307/16: Sec. 2(e) Required Areas of Study in an Educational Program*



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 5010

COMMUNICATING STUDENT LEARNING

(Previously titled: District Assessment)

Page 1 of 2

The Board of Education of School District 69 (Qualicum) believes that effective communication between the home and the school is central to student success.

It is the goal of the Board to ensure that schools are communicating student learning in effective ways so that:

- Parents are well informed about their child's progress as a learner
- Parents are involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning
- Students and parents are provided with information that is meaningful to them and helps to improve student learning which sustaining personal growth.

The Board recognizes that Communication requires ongoing interactions and dialogue about student progress throughout the school year, involving the teacher, the student, and the parent, to provide up-to-date information about the student's learning.

This information should:

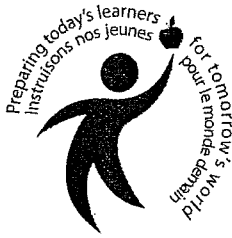
- Be descriptive, and include suggestions regarding ways that parents can support their child
- Reinforce the importance of self-assessment and goal setting
- Include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents
- Encourage students to work toward their goals, build student ownership, and make clear their role in the communication process
- Encourage students to use this information to make necessary revisions to their work and set new learning goals
- Where appropriate, take advantage of current technological tools to promote and support communicating student learning

The Board expects that this ongoing communication regarding student growth and learning will happen in a variety of ways including, but not limited to:

- Student-led and three-way conferences
- Written interim reports
- E-portfolio reviews
- Parent/teacher meetings
- Samples and demonstrations of student work, videos, written summaries,
- Portfolio entries

Communications with parents may be provided in a variety of ways:

- In person
- By telephone
- Using email, text, Skype, and other electronic means
- Through the use of reporting applications (e.g., FreshGrade, MyEdBC, Scholantis)



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 5010

COMMUNICATING STUDENT LEARNING (Previously titled: District Assessment)

Page 2 of 2

References:

- *Student Reporting Policy (2016)*
- *Ministerial Order 192/94, the Provincial Letter Grades Order*
- *Ministerial Order 191/94, the Student Progress Report Order*
- *Ministerial Order 190/91, the Permanent Student Record Order*
- *Ministerial Order 295/95, the Required Areas of Study Order*
- *Administrative Procedure: Communicating Student Learning*

DRAFT

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

COMMUNICATING STUDENT LEARNING

Page 1 of 3

KEY TERMS

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments are assessments that take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

During the 2016-2017 school year, our District will focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning 2016-17

Communicating student learning to parents will be a strategic focus for this school year. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- Parent conferences
- Student-led conversations
- Electronic or paper-based student portfolios
- Class websites
- Phone calls, emails or texts
- Newsletters
- Student agendas

The District will also support use of two new technology-based tools to assist teachers in carrying-out this work:

- **FreshGrade** and **Scholantis** - professional development opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these tools throughout the year.

Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

COMMUNICATING STUDENT LEARNING

Page 2 of 3

There will be two opportunities for conferencing, the first in October/November and the second in March/April.

Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.

It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting

Recognizing the 2016-17 school year will be a transitional and learning year for the professional staff in our District, we will take the following approaches to reporting at the elementary and secondary levels:

Elementary

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a snapshot and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

The first reporting period will be a summary snapshot of each child's learning from September to January. The second reporting period will reflect ongoing learning from February through June.

Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The reports will provide information about a child's progress in meeting these outcomes.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate the elementary report will continue to be SSDAS.

The curriculum competencies resident on SSDAS will be reviewed and revised by a working group of teachers and principals/vice principals to support local directions and the redesigned curriculum.

A working group of elementary teachers and principals/vice principals will be established to identify and shape the curricular competencies and foundational skills that teachers will be reporting student progress on. This working group will seek to reduce the overall number of competencies identified on these reports.

Elementary teachers and principals/vice principals will work with District staff to develop processes and tools which will support students to self-reflect on their progress in the area of core competencies. This student reflection will comprise part of the final formal report in June 2017.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

COMMUNICATING STUDENT LEARNING

Page 3 of 3

Our District will continue its longstanding practice of using **Performance Standards** language on report cards for K-7 students. Letter grades will not be provided unless specifically requested by a parent.

For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the **School Act**) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a snapshot and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate Secondary report cards will be MyEdBC.

A working group of secondary teachers and principals/vice principals will work with District staff to develop processes and tools which will support grade 8-9 students to self-reflect on their progress in the area of **Core Competencies**. This student reflection will comprise part of the final formal report for each semester (or year-end reporting for linear/year-long courses).

Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.

Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2017-18 school year.

References:

- *Student Reporting Policy (2016)*
- *Ministerial Order 192/94, the Provincial Letter Grades Order*
- *Ministerial Order 191/94, the Student Progress Report Order*
- *Ministerial Order 190/91, the Permanent Student Record Order*
- *Ministerial Order 295/95, the Required Areas of Study Order*
- *Board Policy 5010: Communicating Student Learning*