



SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, OCTOBER 23, 2018

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. Approval of Regular Board Meeting Minutes: September 25, 2018 p 1-7
- b. Ratification of In Camera Board Meeting Minutes: September 18, 2018 p 8
- c. Final approval for Kwalikum Secondary student field trip to Japan from March 13, 2019 to March 25, 2019 p 9-11
- d. Final approval for Kwalikum Secondary student field trip to Europe from March 14 to March 25, 2019. p 12-14
- e. Ministry News
 - Minister and K-12 education partners' statement on support for SOGI p 15
 - Premier's Awards for Excellence in Education winners announced on World Teachers' Day p 16-18
 - Partnerships with France create more opportunities for students to learn French p 19-20
- f. Board Committee/Trustee Representative Reports
- g. Status of Action Items - October 2018 p 21

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 23, 2018, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES)

- a. **Launch into Life – Autism BC**

(Teresa Everitt/Kimberlee Howland)

6. BUSINESS ARISING FROM THE MINUTES

7. TRUSTEE HIGHLIGHTS

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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. **20118-19 Enhancing Student Learning Plan – District** (Rollie Koop) p 22-29
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) accept the *2018-19 Enhancing Student Learning Plan - District* as presented.
13. **INFORMATION ITEMS**
- a. **Enrolment Report as at September 30, 2018** (Rollie Koop)
- b. **Class Size Report: October 2018 Snapshot** (Rollie Koop)
- c. **Educational Programs Update** (Gillian Wilson)
- d. **Education Planning Update** (Rollie Koop)
- e. **Quarterly Financial Update** (Ron Amos) p 30-32
14. **CORRESPONDENCE ATTACHED**
None
15. **BOARD POLICY/ADMINISTRATIVE PROCEDURE** (Trustee Young)
- a. **Board Policy 8003: Impairment in the Workplace** p 33-51
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of October 23, 2018.
- b. **Board Policy 8009: Physical Restraint and Seclusion of Students** p 52-57
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 8009: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedure at its Regular Board Meeting of October 23, 2018.

- c. **Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites** p 58-59

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve second reading of the Administrative Procedure: *Biohazard Exposure Control Plan – Safe Removal of Sharps (Needles) from SD69 Sites* at its Regular Board Meeting of October 23, 2018.

- d. **Administrative Procedure: Physical and Health Education Curriculum Provision for Alternative Delivery of Instruction** p 60-66

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the revisions to the Administrative Procedure: *Physical and Health Education Curriculum Provision for Alternative Delivery of Instruction* at its Regular Board Meeting of October 23, 2018.

16. TRUSTEE ITEMS

17. NEW OR UNFINISHED BUSINESS

18. PUBLIC QUESTION PERIOD

19. ADJOURNMENT

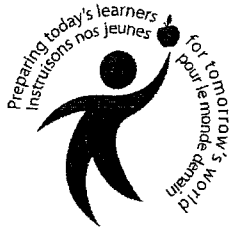
REGULAR BOARD MEETING MINUTES

TUESDAY, SEPTEMBER 25, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE



ATTENDEES

Trustees

Eve Flynn	Chairperson
Jacob Gair	Trustee
Elaine Young	Trustee
Barry Kurland	Trustee

Administration

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Chris Dempster	General Manager of Operations
Lisa Pedersen-Skene	Vice-Principal, Arrowview Elementary School Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

Mount Arrowsmith Teachers' Association (MATA)

1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

She then advised that Orange Shirt Day will be held on September 30th and is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC. Orange Shirt Day falls on a weekend this year; however, schools will be participating by wearing orange on either the Thursday prior or the following Monday.

She also acknowledged that Friday, October 5th is World Teachers Day which celebrates the step made for teachers in 1966 when a special intergovernmental conference convened by UNESCO in Paris adopted the UNESCO/ILO Recommendation concerning the Status of Teachers, in cooperation with the ILO.

Secretary Treasurer Amos then announced that the members of the incoming Board of Education for School District 69 (Qualicum) had been re-elected or elected by acclamation for the 2018-2022 term.

3. ADOPTION OF THE AGENDA

The following was added to the consent agenda:

- District 69 Recreation Commission Report –Trustee Young

The following was added to the agenda:

- ROAMS Students' Presentation to the Select Standing Committee on Finance and Government Services

The following policy item was deferred to the October Board Meeting:

- Second reading deferred to the October Meeting

18-102R

Moved: Trustee Young *Seconded:* Trustee Gair

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes as amended: August 28, 2018
- b. Ratification of In Camera Board Meeting Minutes: August 28, 2018
- c. News Releases
 - Are you ready for the school year ahead?
 - Premier's Awards for Excellence in Education finalists announced
 - Government launches new Grade 10 curriculum
 - British Columbians invited to help shape Budget 2019
 - Province Celebrates new French teacher education students and expands training efforts
 - Province supports innovative community literacy programs
- d. Board Committee/Trustee Representative Reports
 - Oceanside Building Learning Together Coalition- Trustee Austin
 - District 69 Recreation Commission – Trustee Young
- e. Status of Action Items – September 2018

18-103R

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 September 25, 2018, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS AND PRESENTATIONS**a. 2017-2018 Audited Financial Statements**

Kelly Olsen and Alex McLean, representing the District's audit firm McGorman McLean, presented the Board with a review of the financial position of the District following the annual audit undertaken in August 2018 and stated that the financial statements present fairly as of June 30, 2018.

b. ROAMS Students Presentation

Olivia Hill, teacher of the Global Rivers Oceans and Mountains School (ROAMS) Program at Ballenas Secondary, provided an overview of the program and the types of learning and hands-on activities students are engaged in throughout the year. An invitation had been extended from the BC Legislature for students to present budget spending proposals to the Select Standing Committee on Finance and Government Services. They were the first high school students to ever present at a BC Budget Consultation.

Ms. Hill and three of the students from the Global ROAMS Program then shared the presentations made to the Committee on issues of education, health care, transportation, housing and the environment.

6. BUSINESS ARISING FROM THE MINUTES

None

7. TRUSTEE HIGHLIGHTS

Chair Flynn

- Attended the Indigenous Education Advisory Committee in the absence of Trustee Young and enjoyed reconnecting with staff as well as meeting a new staff member, Tracie Finstad, who provides curriculum support for the program.

Trustee Young

- Attended the Springwood Open House on September 18th
- Attended the Springwood Parent Advisory Council Meeting on Thursday, September 20th.
- Reported that there are 60 students in the INTERAC Club, which is sponsored by Parksville Rotary.
- Attended the District Parent Advisory Council Meeting on September 19th and appreciated the friendly tone of the meeting.

Trustee Gair

- Noted that his term will soon be coming to an end and expressed his appreciation for the friendships created with his fellow board members during his time on the Board.

Trustee Kurland

- Attended the school year's first Health & Safety Meeting, and appreciated the collegial attitude of the members which include representation from senior management, school administrators, teaching and support staff unions and the Board.
- Attended the *Meet the Teacher Night/BBQ* at Bowser Elementary School on September 20th and was pleased to recognize that the tone of the school was positive for the start of the new school year.
- Acknowledged the Operations and Maintenance Department staff for their work in having all schools ready for the school year.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Debbie Comer, MATA President, commented on the following:

- Congratulated re-elected trustees and welcomed Laura Godfrey. She also thanked Trustee Gair for being a good role model for youth in the community and encouraging them to become more civic-minded and engaged.
- Teachers are busily engaged with their classes and new set of students for the year. She looks forward to receiving confirmation that all class sizes are within Collective Agreement limits as well as the non-enrolling ratios for specialist teachers, and to see how the School Based Team process will address composition concerns that are currently present at the schools.
- The Government continues to request that all students in Grades 4 and 7 complete the Foundational Skills Assessment, and this will happen in October & November this year. The BC Teachers' Federation (BCTF) and MATA continue to have concerns regarding the availability of the data which can be used to rank schools throughout the province. There will be letters going home to parents outlining their concerns and supporting any parent request that their child not participate in these assessments.

- Appreciated the Board removing the second draft of the *Impairment in the Workplace* Policy from the agenda for further review. She then highlighted some of the issues MATA has with the draft document.

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

No Report

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

No Report

11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD

None

12. ACTION ITEMS

a. 2017-18 Audited Financial Statements

i. Reallocation of Surplus Funds

18-104R

Moved: Trustee Kurland *Seconded:* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve the Secretary Treasurer's reallocation of \$300,000 from the 2017-18 Operating Surplus to the local capital account for the Information Technology wiring project and Qualicum Commons upgrades.

CARRIED UNANIMOUSLY

ii. Schedule of Internally Restricted Surplus

18-105R

Moved: Trustee Young *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.

CARRIED UNANIMOUSLY

iii. 2017-18 Audited Financial Statements

18-106R

Moved: Trustee Young *Seconded:* Trustee Gair

THAT the Board of Education of School District No. 69 (Qualicum) approve the 2017-18 Audited Financial Statements as presented.

CARRIED UNANIMOUSLY

b. Appointment of Auditor for 2018-19

18-107R

Moved: Trustee Gair *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) appoint the firm of McGorman MacLean as the School District 69 (Qualicum) auditor for the 2018-19 fiscal year.

CARRIED UNANIMOUSLY

c. School Codes of Conduct

Superintendent Koop advised that it is an obligation of the Board to approve the School Codes of Conduct each year. The documents have been reviewed at the school level by stakeholder groups and then forwarded to the Superintendent who ensures that they contain all of the required components requirements prior to presentation to the board for approval.

18-108R

Moved: Trustee Kurland *Seconded:* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) approve the Schools' Codes of Conduct for the 2018-19 school year as presented.

CARRIED UNANIMOUSLY

13. INFORMATION ITEMS

a. Education Programs Update

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

- Teachers are busy in classrooms welcoming back students and doing an amazing job of reconnecting with students.
- Schools are doing something different for the District's newest learners and have introduced gradual entry for Kindergarteners. She commended the Kindergarten teachers for their work in that initiative and to the supporting mentor teacher, Eileen Saremba, who worked with staff.
- Attended the first meeting of the Network of Innovation and Inquiry Group earlier in the day at the Vancouver Island University campus in Nanaimo with a number of other district staff members. The District had the largest number of attendees and she is proud of the work they are doing and appreciated the opportunity for local school districts to share what they are doing in the area of Inquiry Based Learning.
- A couple of sessions were held to discuss assessment and how to promote descriptive feedback with secondary students and ensure that the District is engaging learning to become lifelong learners. She has also had conversations with elementary school staff around assessment. The District is piloting the Ministry's draft reporting policy and staff have the opportunity to provide feedback to the Ministry on what is or is not working. The group also discussed how to support parents understanding of what is happening in classrooms for learners.
- There are a number of new teachers in the system, not only to the District but to the profession. A session has been organized for those teachers to meet with the Teaching & Learning Team on Thursday, October 4th.
- She has the privilege of working with an amazing group of staff who make up the Teaching & Learning Team. Team members support District teachers and work with them in the classroom to provide guidance on how to best support learners.
- On September 28th, all staff in the District have been invited to attend a session on Trauma Informed Practice at Kwilikum Secondary School on the District Planning Day. Ballenas staff have invited all attendees to wear orange in recognition of Orange Shirt Day.
- The District is one of 36 which has been invited to attend the Changing Results for Young Readers (CR4YR) Conference in Vancouver on October 4th. The initiative is a partnership between the Ministry of Education and the United Way of the Lower Mainland. Attendees from the early years sectors will focus on social and emotional well-being to improve outcomes

for young children, which also fits well with the District's session on Trauma Informed Practice.

- A number of sessions for teachers have already been held this month at the District Resource Centre in terms of supporting teachers in the area of education technology, privacy impact assessments, Math assessments, reading mentors, etc. The DRC is also busy with staff dropping by to review resources, supplies and learning kits.
- Teaching postings closed and were filled this morning which has taken some of the Teachers Teaching on Call (TTOC) off the list; however, Ms. Wilson was feeling confident about the current number of TTOC's available at this time.

b. Education Planning Update

Superintendent Koop reported on the following education planning initiatives in the District:

- The Leadership Team reviewed the schools' Enhancing Student Learning Plans to see which aspects could be folded into the District Plan. The Board will be receiving a copy of the plan to approve at the October Board Meeting. He is also working with a communication specialist in order to share that with the community in a meaningful way.
- Work continues on revising the Vision, Mission, Values, Strategic Priorities and Guiding Principles and it is anticipated that the Board will be presented with the work done in that regard by the November Board Meeting.
- He is excited about the work done at Ballenas Secondary School to engage students in conversation about what they appreciate about their school experiences. Students were asked to reflect on personal stories about when the system worked for them, who the people involved were and what factors were at play. Staff will then identify those strengths as well as looking for any gaps. That synergy of reflecting on positive experiences generates new ideas. The grade 12's were engaged and asked for any recommendations they would share with the incoming board about strategic priorities and staff will include those for consideration by the Board.
- He and the Assistant Superintendent had the opportunity to visit schools and reviewed the progress made by the Operations & Maintenance Department made and to have conversations with teachers and administrators on the work they are doing and to find out how school start up is going.
- He and the Assistant Superintendent also had 27 conversation with individual principals and vice-principals regarding their professional growth and learning and to discuss what the District could do more of or less of in order to make their work more meaningful. They are now scheduling fall conversations to determine what schools have come to know about their learners this year and how that knowledge will shape their practice on a go-forward basis.

14. CORRESPONDENCE ATTACHED

None

15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE

- a. Board Policy 8003: Impairment in the Workplace**
Second Reading Deferred to the October Meeting

b. Board Policy 8005: Student Health - Common Medical Conditions

18-109R

Moved: Trustee Young *Seconded:* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 8005: *Student Health - Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of September 25, 2018.

CARRIED UNANIMOUSLY

c. Board Policy 8009: Physical Restraint and Seclusion of Students

18-110R

Moved: Trustee Young *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 8009: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedure at its Regular Board Meeting of September 25, 2018.

CARRIED UNANIMOUSLY

d. Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites

18-111R

Moved: Trustee Young *Seconded:* Trustee Gair

THAT the Board of Education of School District 69 (Qualicum) approve first reading of the Administrative Procedure: *Biohazard Exposure Control Plan – Safe Removal of Sharps (Needles) from SD69 Sites* at its Regular Board Meeting of September 25, 2018.

CARRIED UNANIMOUSLY

16. TRUSTEE ITEMS
None

17. NEW OR UNFINISHED BUSINESS
None

18. PUBLIC QUESTION PERIOD
None

19. ADJOURNMENT
Trustee Gair moved to adjourn the meeting at 7:58 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
September 18, 2018

ATTENDEES:

Trustees

Elaine Young	Acting Chairperson
Jacob Gair	Trustee
Barry Kurland	Trustee
Eve Flynn	Chair (via telephone)

Administration

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

The Board of Education discussed the following matters:

- Labour Relations
- Legal
- Audit

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

- Audit

Chairperson

Secretary Treasurer



Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g., cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract
 - FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
 - FORM SD69-FE09 Field Experience Transportation Record (if applicable)
 - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
 - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form

- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
 - FORM SD69-FE06 - Student Behaviour Expectations Contract
 - FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent

- Principal to forward copy of following information to District Office for review and Board of Education approval:
 - Cover letter from Educator-in-charge
 - Letter of Support from Principal requesting Final Approval from Board of Education
 - FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: Kwilikum Secondary School

Educator-in-Charge: Brad Wilson

Destination: Japan

Departure Date: Mar. 13th, 2014

Return Date: Mar. 25th, 2014

Area of Study: Language and Culture

Grades: 10-12

Educational Purpose of Trip: Student will utilize their understanding of Japanese language and culture

Total No. of Students: 7

Total Cost:

Cost per Student: 3400.00 CAD

Built-in Cost per Teacher: 600.00 CAD

Cost to Teacher (if any): 2800.00 CAD

Excursion Details (Itinerary attached): Yes No (If no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.

Indicate if supervisors will be teachers, volunteers or other:

Supervisors will be teachers (K. Worthen, R. Barton)

Category 4 Out of Province Field Experience - Final Approval

Educator-in-Charge (please print): Brad Wilson	Date (day/month/year):	Educator-in-Charge signature: B. Wilson
Principal Name (please print): Lori Marshall	Date (day/month/year): 19/09/18	Signature indicating final approval: L. Marshall
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating final approval:

District Office distributes as follows: Original; District Office; Copy 1: School Office; Copy 2: Educator-in-charge



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmarshall@sd69.bc.ca

Vice-Principal: Lesley Rowan lrowan@sd69.bc.ca

Sept. 17, 2018

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

Board of Education – School District 69 (Qualicum)

Please accept this letter as my support for the Kwalikum Secondary School Student Field Trip to Japan. The students and staff involved will be away 12 days – from March 13, 2018 to March 25, 2019, over our district's spring break. This trip has been planned by teachers Brad Wilson, Ryne Barton and Kati Worthen

Please see the attached itinerary for details.

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

Sincerely,

Ms. Lori Marshall, Principal
Kwalikum Secondary School

Cc: Brad Wilson and Ryne Barton, Sponsoring Teachers

To School Board 69

Request for Final Approval for a student group to travel to Japan from March 13 to March 25, 2019 for a combination school exchange and tour.

September 17, 2018

Kwalikum Secondary School is asking for approval to take 7 students and 3 teachers on a combination school exchange and tour to Japan in March 2019. We will be away 12 days, – March 13 to March 25. We will spend four days with our sister school, Aichi Keisei High School, in the city of Inazawa in Aichi prefecture. The rest of that time will be spent on our own, visiting important cultural sites in Kyoto, Nara, Himeji, and Hiroshima.

Aichi Keisei High School has been visiting KSS every spring for the past nine years with about 60 students and their teachers for a four day stay. We have visited Aichi Keisei three times with small student groups. The visits of Aichi Keisei to KSS and the proposed visit to Japan are organized by Brad Wilson, the Japanese teacher at KSS. Brad Wilson and KSS teachers Ryne Barton and Kati Worthen will be the chaperones on the trip.

The trip is for students who will be in their grade 10, 11 and 12 years in School District 69 in 2019. The students will be completing Independent Study courses through CEAP of their own design for this trip. The projects completed by the students will be assessed by Mr. Wilson and CEAP Principal Mr. Don Bold.

Thank you for your consideration.

Brad Wilson



Japanese Teacher,

Kwalikum Secondary School



Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?

Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?

Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached

Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.

Educator-in-charge to forward following information to School Principal for review and approval:

- Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
- Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
- Parent Information Letter
- Schedule/Itinerary
- Class List
- Third Party Waiver (if applicable)
- Service Provider Proposal, Agreement and/or Contract
- FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
- FORM SD69-FE09 Field Experience Transportation Record (if applicable)
- FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
- FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form

In addition to above information, Educator-in-charge MUST have on file:

- FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
- FORM SD69- FE06 -- Student Behaviour Expectations Contract
- FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent

Principal to forward copy of following information to District Office for review and Board of Education approval:

- Cover letter from Educator-in-charge
- Letter of Support from Principal requesting Final Approval from Board of Education
- FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
- Parent Information Letter
- Schedule/Itinerary
- Third Party Waiver (if applicable)
- Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY

Educator-in-Charge: Jaret Abel

Destination: Central Europe

Departure Date: March 2019 (Spring Break) **Return Date:** March 2019

Area of Study: Genocide Studies- Experiential Learning **Grades:** 9-12

Educational Purpose of Trip: Visit historical sites, experience different cultures

Total No. of Students: 24 **Total Cost:** \$3400

Cost per Student: 3400 **Built-in Cost per Teacher:** -Built in through the travel provider **Cost to Teacher (if any):** \$500

Excursion Details (Itinerary attached): Yes No (If no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.
Indicate if supervisors will be teachers, volunteers or other:
Teachers- Lesley Rowan, Fiona Mathison, Gord Dodd

Category 4 Out of Province Field Experience – Final Approval

Educator-in-Charge (please print): Jaret Abel	Date (day/month/year): 28/10/2018	Educator-in-Charge signature:
Principal Name (please print): Lori Marshall	Date (day/month/year): 27/09/18	Signature indicating final approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating final approval:

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmarshall@sd69.bc.ca

Vice-Principal: Lesley Rowan lrowan@sd69.bc.ca

Sept. 17, 2018

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

Board of Education – School District 69 (Qualicum)

Please accept this letter as my support for the Kwalikum Secondary School Student Field Trip to Central Europe (specifically Germany, Poland, Czech Republic, Slovakia and Hungary). The students and staff involved will be away 12 days – likely from March 14, 2018 to March 25, 2019, over our district's spring break. The exact dates are still to be determined by EF tours, sometime in late fall. This trip has been planned by teachers Jaret Abel, Gord Dodd and VP, Lesley Rowan.

Please see the attached itinerary for details.

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

Sincerely,

Ms. Lori Marshall, Principal
Kwalikum Secondary School

Cc: Jaret Abel, Sponsoring Teacher



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmarshall@sd69.bc.ca

Vice- Principal: Lesley Rowan lrowan@sd69.bc.ca

Sept 28, 2018

To whom it may concern;

The trip to Central Europe is going to be a life time experience. The students will be exposed to historical sites that will be impactful on a personal level. Additionally, when the travelers return to the Oceanside area with stories and explanations of what they experienced it will impact all members of the school community.

The specific objectives that have be identified are

- Create a life time memory of historical sites/knowledge acquirement
- Develop appreciation for the impact of the holocaust and bear witness to sites that are associated with it
- Install a sense of our intercultural world
- develop personal confidence

As follow up to the trip there will be 2 main activities. First, many of the students are traveling to Central Europe as part of the Genocide 12 class at Kwalikum Secondary. Students will be completing assignments to facilitate reflection and discussion. Secondly, there is a school symposium on people who have survived historical catastrophes being developed that will bring together community and school members. The students who travel will ideally engage with survivors of the Holocaust. Additionally, students will develop their social and emotional selves through connections they have made with peers, teachers and experiences brought back to the local community.

Amongst the planned presentations that students will partake in as part of the field experience;

- Auschwitz- A guided walking tour with an expert local guide
- Remains of the Berlin Wall & Reichstag- - A guided walking tour through the historical site
- Krakow- - A guided walking tour with an expert local guide
- Charles Bridge and Old Town Square in Prague
- Heroes Square, Castle Hill and Gellert Hill in Budapest

This travel experience will undoubtedly be meaningful.

Thank you in advance

Jaret Abel



STATEMENT

For Immediate Release
2018EDUC0058-001893
Sept. 29, 2018

Ministry of Education

Minister and K-12 education partners' statement on support for SOGI

VICTORIA – The following is a statement from Rob Fleming, Minister of Education, BC Teachers' Federation, BC School Superintendents Association, BC School Trustees Association, BC Principals' and Vice-Principals' Association, CUPE BC, BC Association of School Business Officials, Federation of Independent School Associations, BC Confederation of Parent Advisory Councils, ARC Foundation, First Nations Education Steering Committee, First Nations Schools Association and Métis Nation BC:

“All of B.C.’s provincial education partners for K-12 schools are committed to ensuring every school — both public and independent — is a place where students feel safe, accepted, respected and welcome regardless of their sexual orientation, gender identity, race, religion or background. In 2016, the B.C. Human Rights Code was amended to ensure that gender identity and expression are protected under the code. There is no room for any type of discrimination in our schools.

“As provincial education partners, we stand unified in this commitment. All of our province’s 60 school districts have now updated their codes of conduct and all independent schools have updated their harassment and bullying prevention policies that safeguard students from being bullied for their sexual orientation or gender identity. Students have the complete support of teachers, administrators, support staff, trustees and parents as we create learning environments where all students are free of discrimination so they can thrive and live authentic lives.”

Contact:

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

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



BRITISH
COLUMBIA

NEWS RELEASE

For Immediate Release
2018PREM0074-001938
Oct. 5, 2018

Office of the Premier
Ministry of Education

Premier's Awards for Excellence in Education winners announced on World Teachers' Day
(disponible en français en bas de page)

VICTORIA – From an Indigenous support worker in Courtenay passionate about her heritage, to a life-changing school principal in Surrey and an inclusion-focused teacher in Lillooet, the nine inaugural winners of the Premier's Awards for Excellence in Education have proven their dedication to helping British Columbian students succeed.

"The teachers, administrators and support staff being honoured here today are truly exemplary," said Premier John Horgan. "I'm grateful for their commitment to making life better for students in British Columbia both in the classroom and their communities. Great educators give our students the opportunity and tools to succeed, today and into the future."

The nine winners of the inaugural Premier's Awards for Excellence in Education were announced at a ceremony at Government House in Victoria. They were narrowed down from 188 nominees, put forward during the April 23 to June 30 nomination period. After careful review by adjudication and judges panels comprised of current and former B.C. education professionals, 27 finalists were announced Aug. 30, 2018.

All were invited to today's award ceremony, held on World Teachers' Day, and joined Premier Horgan; Rob Fleming, Minister of Education; and Lt. Gov. Janet Austin.

"We are committed to ensuring education professionals not only receive the acknowledgement they deserve, but are also celebrated for their efforts to make life better for students," said Fleming. "Today's award ceremony showcased a small number of exceptional B.C. educators, and we look forward to hearing the stories of many more from throughout the province as the awards program continues in the years to come."

Jon McComb, host of CKNW's The Jon McComb Show, served as emcee of the event, which featured musical entertainment by members of the Esquimalt High school senior jazz band.

"From these exceptional education professionals, students not only receive a practical education but also learn countless other ways to be empathetic, innovative and engaged British Columbians," said Austin. "I'm very proud to congratulate all recipients of this year's Premier's Awards for Excellence in Education and I am grateful for the opportunity to thank them in person at Government House."

Winners were awarded a commemorative artwork, a \$3,000 personal bursary for professional learning and a \$2,000 contribution to their school community for professional learning.

The Premier's Awards for Excellence in Education are intended to honour the achievements of education professionals working in public, independent, First Nations and offshore schools.

The nomination period for the 2019 Premier's Awards for Excellence in Education will launch in spring 2019.

Learn More:

For more information on the Premier's Awards for Excellence in Education and to view videos of all 27 finalists, visit: www.gov.bc.ca/excellenceineducation

A backgrounder follows.

Contacts:

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

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



BACKGROUND

For Immediate Release
2018PREM0074-001938
Oct. 5, 2018

Office of the Premier
Ministry of Education

Winners of the 2018 Premier's Awards for Excellence in Education
(disponible en français en bas de page)

Community Engagement Award

Murray Sasges, Vernon Community school, SD 22 (Vernon)
<https://youtu.be/dlyqO5Whx2Q>

Diversity and Inclusion Award

Kim Halayko, Lillooet Secondary school, SD 74 (Gold Trail)
<https://youtu.be/Ajrhlaby9cE>

Extracurricular Leadership Award

Tanya Adelborg, Randerson Ridge Elementary school, SD 68 (Nanaimo-Ladysmith)
<https://youtu.be/TaOKPr9X7jQ>

Indigenous Education Award

(Verna) Mandy Jones, Ladysmith Secondary school, SD 68 (Nanaimo-Ladysmith)
<https://youtu.be/GZDjkNjMM54>

Outstanding New Teacher Award

Maymie Tegart, Blue River Elementary school, SD 73 (Kamloops-Thompson)
<https://youtu.be/UjSjNKHq4Ck>

Outstanding Support Award

Jeannine Lindsay, Aboriginal support worker, Lake Trail Middle school, SD 71 (Comox Valley)
<https://youtu.be/nUU2e5J7qLo>

School and District Leadership Award

Angelo Morelli, principal, École K.B. Woodward Elementary, SD 36 (Surrey)
<https://youtu.be/Ylo7ykAWgmI>

Social Equity Award

Ryan Cho, Terry Fox Secondary, SD 43 (Coquitlam)
<https://youtu.be/IQk-EDW5tPA>

Technology and Innovation Award

Sean Robinson, École Riverside Secondary school, SD 43 (Coquitlam)
https://youtu.be/E4sWlZ_jHWw

NEWS RELEASE

For Immediate Release
2018EDUC0059-001974
Oct. 12, 2018

Ministry of Education
Government of France

Partnerships with France create more opportunities for students to learn French
(disponible en français en bas de page)

NEW WESTMINSTER – British Columbia students will have more opportunities for French language learning, thanks to new partnership agreements between several B.C. school districts and their counterparts in France.

“It’s incredibly positive that B.C. families want their children to benefit from bilingualism and, as a result, we’ve seen a rapid increase in francophone and French immersion enrolment. At the same time, it’s been a challenge to find enough French teachers domestically to meet the growing demand,” said Rob Fleming, Minister of Education. “I’m pleased our mission to Europe in the spring paved the way for partnerships that will increase French teacher recruitment, foster more French cultural experiences and improve French language skills in the classroom.”

France continues to create new international partnerships that help open students to the world they live in and provide opportunities for teachers’ professional development. Since France is also interested in implementing English immersion programs, its educators will benefit from B.C. sharing its expertise implementing immersion programs in schools.

“Plurilingualism is a worthy objective, not just for the resulting mastery of foreign languages but also for the cognitive development that it fosters, as well as the development of cultural awareness and exchanges, particularly in cross-border regions,” said Jean-Michel Blanquer, France’s Minister of National Education. “This objective is therefore clearly central to the French system.”

Seven B.C. school districts signed agreements with French académies (the equivalent of unified B.C.’s school districts) to develop joint initiatives, such as:

- Exchange programs so students and teachers in both countries can improve either their French- or English-language skills, and gain a better understanding of each other’s culture.
- More professional development opportunities for teachers, including study tours and job shadowing, plus possible work exchanges.
- Pooling French- or English-language instructional resources to give students better learning material in the classroom.
- Sharing professional development and training resources to support working teachers and teacher education students who want to upgrade their language skills.

Delegates from France were on hand at the signing event, including: international relations directors from each of the French académies; Philippe Sutter, consul general of France in Vancouver; Brigitte Proucelle, cultural and scientific counsellor for the French Embassy in

Canada; and officials from both the Consulate and Embassy of France in Canada.

“Here at New Westminster Schools, we are delighted to host this event and to celebrate with our guests the launch of an exciting collaborative relationship with France – one that will strengthen the ties of international friendship and enrich learning opportunities for students and educators in both of our countries,” said Karim Hachlaf, superintendent of the New Westminster School District. “We look forward, with great anticipation, to our own partnership with the Académies of Aix Marseille and of Nice.”

Studies show the benefits of bilingualism for children include a better aptitude for learning new concepts, problem solving and multi-tasking skills. Being bilingual also opens more job opportunities.

The seven B.C. school districts that signed agreements with a French académie include:

- SD23 - Central Okanagan / Académie de Grenoble
- SD40 - New Westminster / Académie d’Aix-Marseille
- SD57 - Prince George / Académie de la Martinique
- SD60 - Peace River North / Académie d’Orléans-Tours
- SD62 – Sooke / Académie de Nancy-Metz
- SD63 – Saanich / Académie de Lyon
- SD93 - Conseil scolaire francophone de la Colombie-Britannique / Académie de Nantes

School district 93 previously signed an agreement in 2016 and renewed it during the event.

Two agreements were previously signed earlier this year by the Sea to Sky and North Vancouver school districts.

Quick Facts:

- Over the last 10 years, the number of francophone students increased by 41% and the number of French immersion students increased by 26%.
- In the 2017-18 school year, there were:
 - 5,940 students in the francophone program, about 1% of the B.C. student population;
 - 53,487 students in French immersion, about 9.5% of the B.C. student population.
- In April 2018, the B.C. Ministry of Education led a mission to France, Belgium and the Netherlands. The mission led to matching B.C. school districts with French académies so they could form partnerships for collaboration; the reduction of barriers for teachers and teacher education students from France to qualify, live and work in B.C.; and scholarships for exchange programs.
- Simon Fraser University (SFU) also signed a memorandum of understanding with the Université Grenoble Alpes that will allow students from France to study in SFU’s teacher education program in French and become certified to teach in B.C. classrooms.
- The Province also expanded French teacher education seats to 74 at Simon Fraser University, the University of British Columbia (UBC) and UBC Okanagan over two school years. Some of these teachers will be certified to teach and enter classrooms by September 2019.
- This year, the Province certified 16 teachers from France to work in B.C. – 13 since the mission to France – and an additional 11 applications for certification are currently in process.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
Strategic Planning Process (January 24, 2017)	Superintendent	<ul style="list-style-type: none"> • DPAC Consensusgram activity completed by DPAC, Trustees, PVP and school staff. • ThoughtExchange engagement to follow in spring 2018. • ThoughtExchange engagement went 'live' April 25th and the first phase closed May 8, 2018 • Participants were invited to prioritize the thoughts of others during the upcoming 'Star Phase' • Results are available to trustees and staff for their consideration • Trustees have done an initial review of the District 69 Vision, Mission, Values and Guiding Principles for Decision-making • Trustees will receive a draft of the 2018-2023 Strategic Priorities in the Fall of 2018 with a recommended version going to the incoming Board prior to year end for adoption 	December 2018
Establishment of Performance Assessment Committee (June 24, 2014)	Senior Staff	<ul style="list-style-type: none"> • Questions raised by previous Board in this regard are part of the considerations of the District Assessment, Evaluation and Reporting Committee. • Additional consideration of appropriate performance measures are the subject of discussions being undertaken by the Ministry of Education in relation to the re-designed K-12 curriculum and BC graduation requirements. • Board and Senior Staff are being accorded opportunities to inform these conversations. 	Ongoing



ENHANCING STUDENT LEARNING PLAN 2018-2019

Our North - The Success of All Learners

We Are Preparing Today's Learners for Tomorrow's World

How We Will Get There...

- Providing student-centered learning experiences
- Promoting quality teaching and leadership
- Fostering safe and inclusive learning environments
- Holding a future orientation
- Being clear about learning intentions and expecting the best from our students

-Draft Policy for Student Success-

The Shifts in Learning That We Are Committed to Accomplishing...

- Passive to Active
- Completing to Creating and Making
- Consuming to Producing
- Memorizing to Processing
- Replicating to Designing and Refining
- Isolation to Collaboration
- Answering to Asking
- Marching to Reflecting
- Rigid to Fluid
- Dependent to Autonomous

We do this because our purpose is to support learners to become knowledgeable, confident, adaptable individuals who can work with others. In this regard, we are moving from collecting dots to connecting dots – from covering curriculum and forcing compliance to challenging students to remain curious and innovate in the pursuit of passions.

We Support the BC Networks of Inquiry and Innovation's Shared Purpose for System Reform...

- Every learner will cross the stage with dignity, purpose and options
- Every learner will leave more curious than when they arrived
- Every learner will develop an understanding of, and respect for, Indigenous ways of knowing

-NOII-

WHAT WE KNOW ABOUT OUR LEARNERS...

EARLY LEARNING

- We have high levels of vulnerability among our youngest learners
- There are disproportionately high numbers of families in our area feeling the impacts of poverty
- Strong Start programs are appealing to young families
- Families are open to the support provided by program staff
- The community is actively engaged in supporting our early learners
- Transportation is a barrier to service for many of our families – as such, outreach programs/services are crucial

ELEMENTARY LEVEL

- As a general observation, we see a broad spectrum of abilities in our learners
- We have many happy, positive students who are enthusiastic, enjoy learning, have high-energy, spirited personalities and supportive, involved families
- Our students thrive on hands-on activities and experiential learning
- Many students embrace opportunities to “take risks”
- Systems such as READ Teams and short-term focused, targeted support have been effective for many of our learners
- We do have a significant number of students who experience social/emotional challenges
- We are aware of a growing number of students with mental health struggles and who have faced significant trauma in their lives
- Transitions are difficult for many students
- Many of our students are from families impacted by the effects of poverty (one in three families in our community)
- We have a group of students who require more intensive supports than those provided in most classrooms
- Through meaningful, ongoing use of core competency language our students are becoming increasingly reflective about their own learning
- Leadership capacity in our students is very evident
- Students enjoy learning in the outdoors
- Students are highly engaged and motivated in their exploratory classes
- Most students are able to follow expectations, are polite and respectful, and use problem-solving strategies both in the classroom and on the playground
- Students benefit from “differentiation” in classes – staff are open and willing to learn different strategies to meet learners where they are and chart next steps as appropriate
- We have many learners who are able to quickly and seamlessly adapt to change
- Our students enjoy coming to school as it provides a safe, stimulating and nurturing environment with plenty of opportunity for social interaction
- Our students are genuinely supportive and accepting of one other – when conflict does arise, they can usually be supported and coached to work through things

SECONDARY LEVEL

- We have a diversity of learners across all grades - specialty programs and differentiation strategies employed in the classroom help to mitigate some of the potential impacts of this diversity
- Students enjoy learning by doing
- Like to use technology as part of their learning
- Need help understanding how their choices impact their opportunities for the future
- We are seeing an increase in the number of students demonstrating anxiety and depression
- Struggling with many students who have irregular attendance
- We see that some of our learners need scaffolding to become more independent learners – they need both challenge and encouragement
- Many of our students demonstrate a keen sense of social responsibility and enjoy participating in generosity projects
- Our students are generally accepting and supportive of each other
- They show strong leadership skills
- There are a range of maturity levels, organizational abilities and self-advocacy skills, even within a given class
- Generally, our students are making connections with a variety of staff members – they seek and receive support from a number of different people
- A considerable number of our students are requiring interventions (academic, social, emotional, mental health) and in many cases this is complicated by lack of parental involvement

INDIGINEOUS PROGRAM

- Social and emotional issues hinder student success in some cases
- Attendance issues still continue to be a challenge for a number of students
- Students come from families that have felt the effects of colonialization for generations
- Socio-economic barriers are in play – we know some of families struggle to make ends meet
- Some students are seeking out the safety and support provided by the program and its staff

ALTERNATE PROGRAM

- All students, especially those at-risk, need to know they are in a safe and caring environment
- We know that students tend to respond more positively when working in smaller groups
- Many students have come to the program with a lack of confidence and respect for the school system
- Many of the learners are struggling with problem drug and alcohol use (themselves or witnessing family members'/friends' struggles)
- A significant number require support in navigating conflict in their parent/guardian relationships
- Many of our students face numerous challenges to their education including severe anxiety, drug use, hunger, a disruptive and chaotic home environment, homelessness, etc. – for many of these students achievement is not a priority
- These students are more easily engaged through hand-on learning opportunities

DISTRIBUTED LEARNING PROGRAM

- We are seeing increased complexity of DL and blended model student profiles
- There are increased numbers and complexity of designated students in the program
- We need to be aware of students from bricks and mortar schools turning to DL as an answer to “non-engagement” in these traditional settings – DL may not be an appropriate alternative
- There are a growing number of students seeking enrollment in CEAP who are presenting with mental health complexities such as anxiety and depression
- For self-motivated and purposeful learners, DL can be a great option
- DL has been able to bundle a variety of community-based learning experiences for students in ways that makes sense

INTERNATIONAL EDUCATION/ENGLISH LANGUAGE LEARNERS

- We are seeing an increased number of English Language Learners who require support at various levels in our schools
- We continue to see ISP students identifying a need for more integration and points of connection with our local students
- Our learners are a diverse group from several cultures with specific needs and expectations

HOW WE KNOW WHAT WE KNOW ABOUT OUR LEARNERS...

PRODUCTS

- Early Development Index – Vulnerability Assessment tool used with Kindergarten students
- Ministry of Education Data – Assessments, Completion/Grad Rates, Satisfaction Surveys
- McCreary BC Adolescent Health Survey
- Local classroom-based assessments including DART, DMA, Reading Benchmarks
- Individual classroom teacher assessment of and for learning

OBSERVATIONS

- School visits
- Board presentations
- Educator observations
- Student performances/competitions, events
- Parent observations

CONVERSATIONS

- Class reviews, School Reviews, School Enhancing Student Learning Plans
- Fall and Spring conversations with our Principals and Vice-principals which are focused on student learning
- Conversations with our grade 12 students
- Thoughtexchange Student Engagement
- Ongoing conversations with our community service providers

- VTRA, DDC, DDARC, Learning Services Screening Committee and District-based Team discussions
- Oceanside Youth and Young Adult Health and Wellness Forum – *May 2018*

HOW THIS KNOWLEDGE WILL SHAPE OUR WORK IN THE UPCOMING YEAR...

- We will keep learners at the center of our thinking and action
- We will strive to ensure that our schools are safe, caring and inclusive places for all learners
- We will recognize, plan for, and celebrate the individuality of our learners
- We will assess for learning and maintain an informed next-steps approach to supporting all learners on their journey
- We will maintain our focus on social/emotional growth and learning

FOCUS 1 – DISTRICT STRATEGIC PRIORITIES

PERSONALIZATION OF LEARNING

- Focus on meaningful assessment and communication of student learning
- Encourage teachers to greater use of inquiry and project-based learning
- Emphasis on supporting teachers to develop a broader array of options for students to demonstrate and represent their learning
- Focused work to support our principals and vice principals in their role as instructional leaders – providing effective feedback
- Focus on Learner Traits and Core Competencies
- Invest time supporting student reflection on core competencies
- Use of “I can” statements
- Role of School-based Teams in planning supports, accommodation and adaptation
- Use of Learning Plans
- Expanding exploratory, elective and program choice
- Passion-driven learning through use of Independent Directed Studies (IDS)/WEX/HeadStart programs
- Continue use of Read Teams at elementary schools to support skill development

FLEXIBLE AND RESPONSIVE STRUCTURES

- Support for academies, IDS course planning, and district/school programs of choice
- Support and expand dual credit, Head Start, work experience and apprenticeship programs
- Work with community partners to create unique place-based learning opportunities – development and use of outdoor learning spaces
- Year 13 plan for a number of students – community living navigator resource
- Alternate education program review
- Informed (by Class and School Reviews) staffing decisions (which are differentiated based on differing needs at each school site)
- Growing use of multi-age groupings as a philosophical imperative based on clear benefits to students
- Creating opportunities for collaboration time – staff and student
- Finding opportunities to support design thinking (ADST/Makerspaces)

- Extra-curricular and intramural opportunities
- Enhanced use of advisory groupings at secondary schools
- Develop and implement a Global and Intercultural Skill Program to promote intercultural knowledge and skill acquisition by both local and international students
- Seeking creative approaches to finding teacher collaboration time which will ultimately enhance student learning and success
- Indigenous Education Monday Drop-in Program for students and their families

SOCIAL/EMOTIONAL LEARNING

- Support expanded role for our peer health mentoring program – ENITY in partnership with Island Health
- District participation in the Local Action Team (LAT) which brings together community service providers who deal with youth health/mental health issue
- District support for the Oceanside Collaborative Response Committee (OCRC) Trauma-Informed Practice initiative
- Oceanside Building Learning Together (BLT) – development of community strategic plan for early years learning
- “Welcome to Kindergarten” Program – adapted to address our SD69 culture and practice
- Support school efforts across the District to develop common language and practice in supporting students to growth in this area
- Schools are focusing on understanding the impacts of poverty in order to better meet the needs of students who are impacted in this way
- Response To Intervention – SD69 approach to supporting learners in different ways based on a clear understanding of their unique needs and strengths
- Use of “Stay Safe” plans for some students who are vulnerable at school
- Continued participation at community partnership tables such as YouthLink/ OCRC/LAT/DPAC
- Identifying and supporting SOGI Leads at each of our schools to support staff and students toward greater understanding of SOGI issues and inclusion
- Collaborative planning around how we can strengthen and deepen student connection to their schools and learning
- Use of zones of regulation and social stories
- Friendship groups facilitated focusing on skill development
- Use of Circle of Courage
- Common language development around whole body listening and use of five point scales
- Use of Fun Friends and Circle of Friends Programs
- Development of peer playground coaches model
- Use of Buddy Classes
- Use of LINK and Connections blocks at the secondary level to support work in this area – growth mindset, wellness and negative self-talk

ENGAGEMENT THROUGH TECHNOLOGY

- Google Apps For Education (GAFE) initiative continues
- Device management for iPads implemented
- Sustainable technology replacement plan implemented
- Refinement of 5 year technology plan which focuses on technology education rather than hardware or infrastructure

- Overdrive – Interactive eBooks project
- Ever-expanding use of E Portfolios to assist students in representing and sharing their learning
- Google Read and Write use is being supported in classrooms to enhance student communication
- Coding/Spheros/Robotics/Drones
- Creation Apps – Green Screen – Stop Motion – Clay Motion – Bookcreator use is being supported and expanded
- Use of Laptop carts/Tablets/Chromebooks as opposed to computer labs is our preferred direction
- Teachers are being supported to use assistive technology to accommodate and support learners who could benefit from this resource in classrooms
- A Technology Strategic Plan has been developed to articulate our approaches to technology replacement and chart new directions around use of technology in schools.
- Learning Commons as a hub for digital literacy
- Capitalizing on the Board’s commitment to solar energy to create technology-based learning opportunities
- Computational thinking focus K-7
- Broadening our use of assistive technology in classrooms

FOCUS 2 – RE-DESIGNED CURRICULUM

- Promote cross-curricular learning opportunities
- District Planning Day – September 2018 – Trauma-Informed Practice Lens
- Curriculum Implementation Day – November 2018
- District Teaching and Learning Centre – Monday professional learning opportunities for teachers
- Curriculum Implementation Advisory Committee – informing budget decisions in this area
- District resource allocation in support of re-designed curriculum implementation
- Curriculum Implementation Exploration Grants
- Teacher Mentorship Program
- Totally Tuesday Indigenous Education classroom presentations
- Place-based learning focus and support for teachers
- Hulquminum language support

FOCUS 3 – DISTRICT IDENTIFIED AREAS

COMMUNICATING STUDENT LEARNING

- Participate in the Ministry Reporting Order Provincial Pilot Project with support for enhancing points of progress and summary of progress communication tools and strategies
- Improving Communication of Student Learning – Scholantis, Freshgrade, or other portfolio options supported for use by teachers
- Continue to refine our Parent Conferencing approaches
- Development of communication tools for use with parents – building common language and understanding
- Piloting competency-based Individual Education Plans

- Parent Education Sessions provided by district staff
- Giving students voice on their own learning – reflection on competencies – use of writing continuums
- Use of Learning Celebrations rather than Award Ceremonies
- Use of student-led conferencing strategies to have students share their own learning
- Undertaking further revision of our communication tools at the K-9 level
- Encouraging teachers to provide opportunities for student demonstrations of their learning

FOUNDATIONAL SKILLS

- Math and Reading Mentors Programs
- Continued focus on use of Read Teams and Math Passports
- SET BC Math
- Weekly professional learning series hosted at the Teaching and Learning Centre
- Island Literacy initiative
- Hosting parent nights – supporting your learners at home
- Development and use of writing continuums to support improvement, self-reflection and next steps thinking
- Seek to pilot Graduation Program Literacy Assessment in November 2019
- Learning Commons and District Resource Centre resource acquisition in support of foundational skill development
- Participation in Changing Results for Young Learners – early learning initiative

TRAUMA-INFORMED PRACTICE

- Train the trainer approach to building capacity in this area
- Focus on Adverse Childhood Experience (ACE) analysis
- Participation in Local Action Team trauma initiative
- Acquiring resources to support brain skill development
- Targeted learning to support our professional and support staff

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

10/10/2018

	2017/18				2018/19		
	Amended Budget	YTD Sep-17	% of Budgt	Actual	Annual Budget	YTD Sep-18	% of Budget
REVENUE							
PROVINCIAL GRANTS							
Operating Grant	40,270,810	4,855,906	12.1%	41,060,809	41,076,227	4,960,591	12.1%
Other MOE Grants-Admin/Transp funds	623,604	0	0.0%		426,341	0	0.0%
Other MOE Grants-Additional grant							
Other MOE Grants-Ed Guarantee				4,618			
Other MOE Grants-Pay Equity	936,176	30,519	3.3%	936,176	936,176	30,519	3.3%
Other MOE Grants-Misc	60,000	0	0.0%	88,685	60,000	37,312	62.2%
TOTAL MINISTRY OF ED GRANTS	41,890,590	4,886,425	11.7%	42,090,288	42,498,744	5,028,422	11.8%
		0				0	
OTHER REVENUES							
Other Provincial Revenues	101,450	4,500	4.4%	140,779	101,450	5,075	5.0%
Offshore Tuition	3,900,000	2,784,915	71.4%	3,952,621	3,900,000	3,079,918	79.0%
Miscellaneous other	135,000	65,540	48.5%	149,497	150,000	50,658	33.8%
Rental and Leases	450,000	558,987	124.2%	627,262	600,000	662,636	110.4%
Investment Income	125,000	42,140	33.7%	191,037	175,000	79,917	45.7%
TOTAL OTHER REVENUE	4,711,450	3,456,082	73.4%	5,061,196	4,926,450	3,878,204	78.7%
TOTAL REVENUES	46,602,040	8,342,507	17.9%	47,151,484	47,425,194	8,906,626	18.8%
EXPENDITURES							
SALARIES AND BENEFITS							
Teachers	17,861,732	1,854,492	10.4%	17,548,271	18,292,873	1,847,441	10.1%
Principals and Vice Principals	2,721,611	653,083	24.0%	2,752,423	2,773,721	728,358	26.3%
Educational Assistants	3,397,323	335,980	9.9%	3,034,138	3,437,868	388,365	11.3%
Support Staff	4,700,989	229,255	4.9%	4,671,567	4,744,560	255,227	5.4%
Other Professionals	1,396,784	955,367	68.4%	1,446,325	1,584,275	958,036	60.5%
Substitutes	1,393,576	174,719	12.5%	1,638,698	1,403,867	210,410	15.0%
Benefits	8,369,427	1,139,574	13.6%	7,981,178	8,613,031	1,211,584	14.1%
TOTAL SALARIES AND BENEFITS	39,841,442	5,342,470	13.4%	39,072,600	40,850,195	5,599,421	13.7%
Benefits as a % of Total Salaries	26.6%			25.7%	26.7%		
SUPPLIES AND SERVICES							
Services	2,898,058	401,583	13.9%	3,195,774	2,846,330	505,428	17.8%
Training and Travel	472,338	125,510	26.6%	534,557	549,085	56,888	10.4%
Rental and Leases	5,000	813	16.3%	4,407	5,000	721	14.4%
Dues and Fees	50,450	46,769	92.7%	69,944	71,000	41,800	58.9%
Insurance	174,000	-227	-0.1%	134,173	164,000	64,295	39.2%
Supplies	1,800,702	347,043	19.3%	1,756,799	1,797,652	258,084	14.4%
Utilities	991,500	164,590	16.6%	941,203	1,016,000	88,109	8.7%
Capital Equipment	368,550	116,136	31.5%	275,366	418,550	126,822	30.3%
TOTAL SUPPLIES AND SERVICES	6,760,598	1,202,217	17.8%	6,912,223	6,867,617	1,142,147	16.6%
TOTAL EXPENDITURES	46,602,040	6,544,687	14.0%	45,984,823	47,717,812	6,741,568	14.1%
NET REVENUE (EXPENDITURE)	0	1,797,820		1,166,661	-292,618	2,165,058	
Adjmts to Unfunded Emp Future Benefits							
Budgeted Use of Surplus	0	0			292,618	0	
Surplus (Deficit), for the Year	0	1,797,820		1,166,661	0	2,165,058	

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

10/10/2018

	2017/18				2018/19		
	Amended Budget	YTD Sep-17	% of Budgt	Actual	Annual Budget	YTD Sep-18	% of Budgt
INSTRUCTION							
Regular Instruction	21,024,264	2,348,434	11.2%	21,207,997	21,579,740	2,385,117	11.1%
Career Programs	733,108	89,819	12.3%	789,942	763,380	66,131	8.7%
Library Services	809,678	92,603	11.4%	817,880	828,405	110,035	13.3%
Counselling	986,822	114,538	11.6%	985,686	1,004,258	105,059	10.5%
Special Education	6,897,994	564,868	8.2%	6,247,545	6,997,688	655,418	9.4%
English as a Second Language	73,087	8,817	12.1%	75,050	74,346	8,618	11.6%
Aboriginal Education	579,590	85,434	14.7%	579,590	590,142	72,280	12.2%
School Administration	3,407,391	832,357	24.4%	3,403,209	3,467,269	784,951	22.6%
Continuing Education	0	0	100.0%	0	0	0	100.0%
Off Shore Students	2,992,230	377,090	12.6%	2,869,387	3,010,777	496,665	16.5%
Other	41,855	10,733	25.6%	42,445	43,027	10,789	25.1%
Function 1 - Instruction	37,546,019	4,524,693	12.1%	37,018,731	38,359,032	4,695,063	12.2%
DISTRICT ADMINISTRATION							
Educational Administration	520,015	120,779	23.2%	526,267	570,016	126,468	22.2%
School District Governance	179,706	65,774	36.6%	173,419	234,706	61,489	26.2%
Business Administration	1,198,037	341,884	28.5%	1,208,700	1,326,937	297,846	22.4%
Function 4 - District Administration	1,897,758	528,437	27.8%	1,908,386	2,131,659	485,803	22.8%
OPERATIONS AND MAINTENANCE							
Operations and Maintenance Admin	511,531	122,137	23.9%	564,099	513,975	216,900	42.2%
Maintenance Operations	3,142,488	818,581	26.0%	3,335,701	3,188,881	878,789	27.6%
Maintenance of Grounds	286,163	63,474	22.2%	263,965	290,689	59,942	20.6%
Utilities	1,141,500	164,590	14.4%	1,042,919	1,136,000	88,109	7.8%
Capital Equipment	368,550	116,136	31.5%	275,366	418,550	126,822	30.3%
Function 5 - Operations and Maint	5,450,232	1,284,918	23.6%	5,482,050	5,548,095	1,370,562	24.7%
TRANSPORTATION AND HOUSING							
Transportation and Housing Admin	152,746	23,900	15.6%	107,511	151,791	31,095	20.5%
Student Transportation	1,531,285	181,689	11.9%	1,456,595	1,509,236	159,046	10.5%
Housing	24,000	1,050	4.4%	11,550	18,000	0	0.0%
Function 7 - Transportation and Housing	1,708,031	206,639	12.1%	1,575,656	1,679,027	190,141	11.3%
TOTAL FUNCTION 1-7	46,602,040	6,544,687	14.0%	45,984,823	47,717,813	6,741,569	14.1%

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

10/10/2018

	2017/18				2018/19		
	Amended Budget	YTD Sep-17	% of Budgt	Actual	Annual Budget	YTD Sep-18	% of Budget
Special Purpose Fund (SPF) Budget							
Annual Facility Grant	199,346	199,346	100.0%	199,346	199,346	199,346	100.0%
Learning Improvement Fund	158,866	4,360	2.7%	158,866	159,201	9,493	6.0%
Priority Measures Fund	0		0.0%	0	0		0.0%
Classroom Enhancement Fund (incl. overhead)	2,913,080	297,564	10.2%	2,898,489	3,509,489	426,934	12.2%
School Generated Funds	1,500,000		0.0%	1,347,159	1,500,000		0.0%
Strong Start	96,000	451	0.5%	96,000	96,000	319	0.3%
Ready, Set, Learn	19,600	112	0.6%	19,600	19,600	92	0.5%
French Funds	101,323	32,198	31.8%	101,323	101,323	4,648	4.6%
Community Link	368,340	35,916	9.8%	368,340	372,025	24,470	6.6%
Special Purpose Funds-Total Expenses	5,356,555	569,947		5,189,123	5,956,984	665,302	
Operating-capital/equipment							
Technology Plan	229,000	112,430	49.1%		225,000	94,894	42.2%
Scdy Shop Equipment	40,000	3,706	9.3%		40,000	1,145	2.9%
Copiers	40,000		0.0%		44,000		0.0%
Custodial Equipment	9,550		0.0%		9,550		0.0%
Vehicles	50,000		0.0%		100,000	30,783	30.8%
Tribune Bay-Capital							
	368,550	116,136			418,550	126,822	
Other Projects							
Errington Parking Lot (RC/AFG)	335,972	0	0.0%	48,326	287,646	28,308	9.8%
IT Wiring (LC)	300,000	0	0.0%	125,926	274,074	33,673	12.3%
QC Capital work (LC)					200,000	0	0.0%
Bylaw Capital							
AFG	738,142	227,588	30.8%	684,304	780,564	231,620	29.7%
SEP	709,235	607,129	85.6%	709,235	876,620	729,051	83.2%
Classroom Space	120,000	54,556	45.5%	120,000			
Bus	571,873	571,873	100.0%	571,873	780,535	0	0.0%
	2,139,250	1,461,146	68.3%	2,085,412	2,437,719	960,671	39.4%



The Board of Education of SD69 (Qualicum) considers the health, safety and wellbeing of students and staff to be of paramount importance. The Board recognizes **how impairment can adversely affect an individual's conduct, capability or performance at work, or their general well-being.** that impairment in the workplace may present a significant and undue risk to students and staff. As such, the Board prohibits the use of any impairing substances during working hours including during break periods and before work (if it may reasonably be foreseen to result in impairment while at work).

Impairment is commonly thought to refer to only drugs and alcohol. However, impairment can also result from use of prescription drugs, health issues (example, diabetic suffering from insulin instability) and fatigue. Non-prescription drugs may also affect an individual's ability to work safely. For this reason, any observations/concerns an employee may have regarding impairment in the workplace must be reported to a supervisor for follow-up.

SCOPE

This policy and attendant administrative procedure applies to all employees (including supervisors and managers), whether permanent, temporary, casual, contract, or student workers. **Volunteers and contractors** are also subject to these provisions.

STATEMENT OF INTENT

- **to promote the health, safety and wellbeing of employees by achieving a balance between supporting individuals who admit to a problem in order to get help and protecting students and employees from undue risk;**
- **To create a culture that encourages affected employees to seek help at an early stage in the knowledge that they will be supported to overcome their difficulties;**
- **To reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace; and,**
- **To ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements.**

WORKPLACE REQUIREMENTS

The Board of Education prohibits the possession, distribution, storage, use or sale of mood altering substances by any individual while on school district premises or property, either inside or outside of working hours. Such activity may be reported immediately to the police.



DUTY TO REPORT

The Board of Education holds its employees and volunteers to a duty to report impairment or potential impairment in the following circumstances:

- If an employee/volunteer believes his/her ability to work is impaired for any reason.
- If an employee/volunteer has witnessed behaviours or received information that leads him/her to believe that another employee's/volunteer's ability to work is impaired for any reason.
- ~~If an employee believes his/her ability to work may be impaired due to addiction issues, he/she is required to self-disclose to the employer, before any substance-related incident or near miss occurs.~~

An employee who self-discloses will be offered support/treatment. Failure to disclose addiction issues prior to an incident or near miss may result in discipline up to and including termination for non-compliance with this requirement.

Regulatory Requirements

Under Section 116 (2)(d) of the *Workers Compensation Act*, a worker is required to ensure that the worker's ability to work without risk to his or her health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.

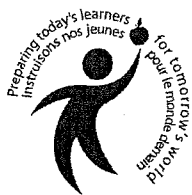
Sections 4.19 and 4.20 of the *Occupational Health and Safety Regulation* include the obligations of workers to advise their employer if their ability to safely perform their work is impaired for any reason, and to not knowingly do work where their impairment may create an undue risk to themselves or anyone else.

The same sections of the Regulation include the obligations of employers to not assign impaired workers to activities where their impairment may create an undue risk to the worker or anyone else, and to ensure that workers whose impairment endangers the worker or anyone else, do not remain at the workplace.

The *Cannabis Control and Licensing Act* (proposed BC legislation) expressly prohibits consumption of Cannabis in any form in schools or on school property and places vicarious liability on the employer to ensure compliance with the legislation.

The Canadian Human Rights Act defines dependence on drugs or alcohol (substance dependence) as a disability. This means that when an employee is diagnosed with substance dependence, they have a right to be accommodated by their employer, to the point of undue hardship for the employer. As with all other disabilities, the employee, the employer, and union and/or employee representatives must all cooperate to find reasonable accommodation for the employee.

When an employer observes changes in an employee's attendance, performance or behaviour that may indicate possible substance dependence, it triggers the employer's legal obligation to initiate a discussion with the employee about a need for accommodation of a disability. This is called the duty to inquire.



References:

- *Workers Compensation Act*
- *Occupational Health and Safety Regulation*
- *Cannabis Control and Licensing Act*
- *Cannabis Distribution Act*
- *Human Rights Act*
- *Administrative Procedure 8003: Impairment in the Workplace*

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SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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PURPOSE

1. The purpose of this administrative procedure is to set out how the School District will handle impairment in the workplace, as well as the roles and responsibilities in relation to this matter.
2. This administrative procedure should be read in conjunction with the Policy 8003: Impairment in the Workplace.

School District 69 – Qualicum is committed to protecting students, employees, volunteers and the public from the potential impacts of impairment in the workplace stemming from inappropriate use of alcohol and drugs. School District 69 and its employees have a responsibility to ensure that the workplace remains a safe and healthy environment for all.

School District 69

All individuals who are employed by or carry out business for the School District are expected to report to perform their assigned duties safely and acceptably without impairment due to the inappropriate use or after effects of use of alcohol, illegal drugs, medications or any other mood altering substances that may endanger their health and safety or that of any other person (WorkSafeBC Regulation, Part 4, 4.20(1) (2) (3)).

ROLES AND RESPONSIBILITIES

3. All individuals who are employed by or carry out business for the School District are expected to report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and the safety of others.

Employees and Volunteers

3. Employees and volunteers must:
 - a. and abide by this policy and related administrative procedure.
 - b. Do not consume during work or report to work while impaired by alcohol, illegal drugs, mood altering substances or misuse of medications.
 - b. c. Report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and the safety of others.**
 - c. d. Have a duty to report suspected impairment in the workplace and/or substance dependency which may impact safety in the workplace. Ask another supervisor or the Director of Human Resources or designate **Health and Wellness Coordinators** for assistance if the unsafe or questionable actions involve a supervisor.
 - d. e. Decline unscheduled shifts if impaired.
 - e. f. Seek advice. Any employee deciding to utilize the resources available through **the** School District 69 to medically assess and/or treat substance use disorder, must also then agree to comply fully with all requirements of this policy, including treatment recommendations made by an addiction specialist, participation in medical assessments, return-to-work evaluations, and a Return to Work Agreement with mandatory monitoring requirements.

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ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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- f. g. All Employees participating in a School District 69 program must follow all recommendations made by an addiction specialist which may include monitoring or relapse prevention strategies after primary treatment for alcohol or drug dependency.
- g. h. Report unsafe and questionable actions to a supervisor.
- h. i. Practice confidentiality.

Supervisors

- 4.** Supervisors must:
- a. play a key role in the communication, implementation and monitoring of this policy and related administrative procedure;
 - b. manage performance, behavioural, attendance and safety issues;
 - c. provide support and accommodation to employees with substance use disorders;
 - d. collaborate with the Director of Human Resources or designate, Union and employee to support/develop a return to work plan;
 - e. provide for the safe removal from work of an impaired employee or an employee who is not fit to work when required;
 - f. report non-compliance of return to work agreement to the Director of Human Resources or designate; and
 - g. practice confidentiality.

Senior Staff

- 5. Senior staff must**
- a. Provide awareness of this policy, administrative procedure and consequences for breaches including failure to report.
 - b. Foster an environment that supports voluntary treatment for substance use disorder.
 - c. **Ensure initiatives for education, early detection, intervention and rehabilitation.**
 - d. Provide a safe work environment for students, staff, volunteers, contractors and the public.
 - e. Practice confidentiality.

CONFIDENTIALITY

- 6. All disclosures or discoveries of impairment in the workplace will be treated confidentially and with empathy and without judgement.**
- 7. Any details pertaining to an employee's impairment or suspected impairment in the workplace will not be shared unless the employee gives consent. The exception is when consent is not given, or not capable of being given, and there is an immediate risk of harm to the individual or others. Under such circumstances, only those who need to know in order to reduce the risk of harm, may be told.**

School District 69 believes that substance use disorder is a treatable disease and will promote

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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self-awareness and voluntary referral for assistance to enable employees with a substance use illnesses to get well. School District 69 will support the rehabilitation and return to work of employees who are experiencing difficulties with substance use disorder.

School District 69 recognizes that prevention and early intervention improves the probability of lasting recovery. School District 69 will seek to provide education, early detection, intervention and rehabilitation initiatives.

Individuals who believe they have or are developing an alcohol and/or drug problem are expected to assume responsibility and seek assistance from their personal physician(s) and or appropriate community resources before their job performance is affected or violations of this policy and related administrative procedures occur (WorkSafeBC Regulation, Part 4; 4.19(1)).

School District 69 employees may access the Employee & Family Assistance Program. Employees may also seek assistance from the School District 69 Director of Human Resources or designate.

Individuals who suspect or recognize a substance use disorder or emerging alcohol or drug problem in others should seek advice from their supervisor before worksite or personal safety is compromised or violation of this policy and guidelines occur. Individuals are required to report unsafe acts and illegal activities to their supervisor.

All employees are required to use medications responsibly, both prescribed and over the counter. Employees are expected to consult with their physician or pharmacist to determine if the medication used will have any potential negative effect on attendance, behaviour, job performance and safety. A medical assessment may be required by the Director of Human Resources or designate to determine fitness for work while taking psychoactive medication.

In the case of medically authorized use of cannabis, **The Board of Education will require** valid medical proof of disability and the necessary medical confirmation that the employee is using in **order to consider medical accommodations**. A valid medical authorization shall set out the daily quantity of use along with the period for which the individual is authorized to possess and consume cannabis.

Notwithstanding the above, even with the medical authorization for its use, there is no attendant right for an individual to be impaired in the workplace.

Recreational use of cannabis (or any other mood altering substance) in the workplace is not acceptable, nor is the impairment of an employee, volunteer or contactor due to use.

Employees, who believe that their use of prescribed medications may have an adverse effect on their performance including safety issues, are required to report this to **the School District's Health and Wellness Coordinator**, who may consult with the Director of Human Resources or the Supervisor to assist with any necessary accommodations to their jobs such as modified hours or duties.

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ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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ROLES AND RESPONSIBILITIES

Employees and Volunteers

- a. Understand and abide by this policy and related administrative procedure.
- b. Do not consume during work or report to work while impaired by alcohol, illegal drugs, mood altering substances or misuse of medications.
- c. Have a duty to report suspected impairment in the workplace and/or substance dependency which may impact safety in the workplace. Ask another supervisor or the Director of Human Resources or designate for assistance if the unsafe or questionable actions involve a supervisor.
- d. Decline unscheduled shifts if impaired.
- e. Seek advice. Any employee deciding to utilize the resources available through School District 69 to medically assess and/or treat substance use disorder, must also then agree to comply fully with all requirements of this policy, including treatment recommendations made by an addiction specialist, participation in medical assessments, return to work evaluations, and a Return to Work Agreement with mandatory monitoring requirements.
- f. All Employees participating in a School District 69 program must follow all recommendations made by an addiction specialist which may include monitoring or relapse prevention strategies after primary treatment for alcohol or drug dependency.
- g. Report unsafe and questionable actions to a supervisor.
- h. Practice confidentiality.

Supervisors

- Play a key role in the communication, implementation and monitoring of this policy and related administrative procedure.
- Manage performance, behavioural, attendance and safety issues.
- Provide support and accommodation to employees with substance use disorders.
- Collaborate with the Director of Human Resources or designate, Union and employee to support/develop a return to work plan.
- Provide for the safe removal from work of an impaired employee or an employee who is not fit to work when required.
- Report non compliance of return to work agreement to the Director of Human Resources or designate.
- Practice confidentiality.

Senior Staff

- Provide awareness of this policy, administrative procedure and consequences for breaches including failure to report.
- Foster an environment that supports voluntary treatment for substance use disorder.
- Provide a safe work environment for students, staff, volunteers, contractors and the public.
- Practice confidentiality.

Union

- Promote early, voluntary self-reporting of substance use disorders.

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ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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- ~~Work with the employer to advise employees of options to promote safety, health and wellness.~~
- ~~Collaborate with supervisors, Director of Human Resources or designate and employees to develop a return to work plan where required.~~
- ~~Support and assist the employee during return to work.~~
- ~~Support the development and delivery of staff education programs.~~
- ~~Practice confidentiality.~~

POLICY IMPLEMENTATION GUIDELINES

4. For Employees

~~School District 69 will deal with employees with substance use disorders in the same manner as other diseases which can negatively affect safety, attendance, performance and behaviour. It is not the School District's responsibility to diagnose, but rather to intervene in a timely way to reduce risk of unsafe acts and to offer referral to counseling, assessment, assistance and ongoing support for recovery.~~

~~Undiagnosed, untreated and/or under treated substance abuse presents an extraordinary level of risk since these disorders are generally progressive in nature. The workplace is an effective venue for early detection and treatment referrals. It is important to avoid making the kinds of adjustments and compromises that will enable the continuation of problematic behaviours and interfere with employees getting timely assistance. Individuals are encouraged to approach co-workers, if substance misuse or dependency is suspected, to express concern regarding their health and encourage them to seek assistance.~~

ACCESS TO ASSISTANCE

8. Employees may access assistance to address problems with impairment a substance use disorder (their own or that of colleagues) by:
 - a. Contacting the Director of Human Resources or designate **Health and Wellness Coordinator** and/or seeking advice from their Union representatives.
 - b. Contacting appropriate resources within the community
 - c. Consulting their personal physician(s).
9. The School District will make information on resources available through a variety of means (such as pamphlets, posters and website) to enable employees to self-refer. The Director of Human Resources or designate **Health and Wellness Coordinator** will collaborate with Union representatives to inform employees about the available options for assessment, treatment, rehabilitation and return to work.
10. The School District will ensure that employees are provided access to assessment, treatment and rehabilitation and that they may access any benefits to which they are entitled. During the return to work phase, **the Health and Wellness Coordinator** School District 69 will collaborate with the employee and union representative to accommodate attendance at monitoring sessions, physician appointments related to substance use disorder and/or support group meetings with minimal disruption to the department's work flow and scheduling.

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ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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MEDICAL ACCOMMODATIONS

11. It is the employee's responsibility to disclose their accommodation needs. However, people with substance dependence may not recognize or admit that they have a disability. As well, stigma and fear of losing their job can make them reluctant to admit there is a problem.
12. Changes in an employee's attendance, performance or behaviour may indicate possible substance dependence. This will trigger a legal obligation to initiate a discussion with the employee about a need for accommodation of a disability. This is called the duty to inquire.
13. The process for intervening with an employee self-discloses difficulties with impairment in the workplace or who is exhibiting a decline in attendance, performance, behaviour or a combination thereof which is impacting on his/her ability to do the job safely and effectively is detailed in the Managing Impairment in the Workplace – Guidance Note.
 - Early intervention is important. Do not ignore the problem. Treat the employee fairly, confidentially and respectfully.
 - Do not accuse the employee; instead seek understanding and demonstrate concern.
 - The supervisor and Director of Human Resources will meet with employee and union representative to outline the employee's work performance concerns.
14. All employees are required to use medications responsibly, both prescribed and over-the-counter and are expected to consult with their physician or pharmacist to determine if the medication used will have any potential negative impact on attendance, behavior, job performance and safety.
15. Employees, who believe that their use of prescribed medications may have an adverse effect on their performance including safety issues, are required to complete the medication advice form and submit this to the School District's Health and Wellness Coordinator. The Director of Human Resources or the Supervisor may be consulted with in order to assist in determining any necessary accommodations to their jobs such as modified hours or duties.
16. The School District will require valid medical proof of disability and the necessary medical confirmation that the employee is using in order to consider medical accommodations. While adjustments or modifications may be offered to support an employee to improve their health and remain safe whilst at work, it should be understood that any such measures will be temporary and may be withdrawn at any time if they are unsustainable and lead to undue hardship for the School District.

Suspicion an Employee May Be Impaired At Work

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

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INTERVENING WHEN AN EMPLOYEE IS CONSIDERED NOT FIT FOR WORK

Employees

17. The process for intervening with an employee when a supervisor observes physical, behavioural and work performance indicators that suggest that an employee is impaired **at work** and not fit for duty is as follows:
18. The supervisor or designate will investigate to determine if the employee is fit for duty and consult with the Health and Wellness Coordinator regarding process (if the incident occurs during regular business hours).
19. If employee is not fit for duty the Supervisor and/or Director of Human Resources **Health and Wellness Coordinator** will arrange for employee to be removed from the work site. Contact is to be made with the police in situations where an employee is uncooperative and/or acting inappropriately.
20. The supervisor will arrange safe transportation for the employee to his/her residence or to the care of another person and will determine if employee needs to be accompanied. When there is concern for the employee's immediate health status, arrangement is to be made for transport to medical assistance.
21. The supervisor will document observations and actions taken as soon as possible following an incident, **by completing a Workplace Impairment Incident Form.**
22. The supervisor will notify the Director of Human Resources **and the Superintendent** as soon as possible that the employee was not fit for work and the subsequent actions that were taken.
23. **NOTE: After regular business hours, the person designated in charge of a worksite or department will follow the above process. If required, he/she may contact the appropriate supervisor on call for the department to seek advice and assistance. Observations and actions taken are to be documented and provided to the supervisor at the earliest opportunity.**
24. The employee will remain off work with pay pending further investigation.
25. The supervisor and/or the Health and Wellness Coordinator will contact the employee the next business day following the incident to arrange a meeting.
26. The employee and a union representative will be required to meet with the supervisor and the Health and Wellness Coordinator prior to any return to work being approved.

Culpable and non-culpable considerations

27. **Misconduct (such as assault, abuse, theft, causing harm or damage) or poor performance (including poor time keeping and poor attendance) arising as a consequence of impairment, may initially be investigated by the Director of Human**

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ADMINISTRATIVE PROCEDURE

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Resources. This action is necessary to determine whether disciplinary action should be taken.

28. If an employee continually neglects to accept, continue with or respond to advice or treatment for a confirmed substance use disorder, or if their performance, attendance or behavior continues to be below acceptable standards, the situation must be viewed as a disciplinary matter.

INTERVENING WHEN A NON-EMPLOYEE IS CONSIDERED NOT FIT FOR WORK

Contractors

29. Contractors must ensure individuals providing services to the School District conduct themselves in a manner consistent with this policy and administrative procedure. In order to provide a safe work environment, the School District will take reasonable steps to ensure contractors enforce the provisions of the Impairment Policy with their employees, sub-contractors and agencies. Appropriate requirements will be built into all requests for proposals and contracts. Any contravention of the policy will be considered a breach of contract which may result in penalties, suspension or expulsion of the individual involved or termination of the contract.
30. If there is any reason to suspect a contravention of the policy or administrative procedure:
- The contractor, site supervisor and General Manager of Operations will be notified.
 - Any individual suspected of impairment will be respectfully removed from the premises and safe transport will be arranged at the contractor's expense.
 - The contractor and School District will investigate the situation to determine if further action is required.
 - The individual will not be permitted to return to their contracted position without written permission from the General Manager of Operations.

Volunteers

31. Volunteers are expected to perform their assignments in a safe manner consistent with this policy and administrative procedure.
32. The School District will ensure volunteers become aware of this policy. Copies of this policy and administrative procedure will be accessible for volunteers on the School District website. Any contravention of this policy will be considered grounds for immediate forfeiture of an individual's opportunity to volunteer.
33. If a volunteer contravenes this policy:
- The Principal will be notified.
 - The volunteer will be immediately and respectfully removed her/his assignment and may be removed from the premises by staff who will ensure safe transport from the school or activity site.
 - The Principal will investigate the situation and consult with the Superintendent of Schools or designate to determine any further course of action which may be required.

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- d. The volunteer will not be permitted to return to volunteer service without written permission from the Superintendent of Schools.

Access to Assistance

~~Employees may access assistance to address a substance use disorder (their own or that of colleagues) by:~~

- ~~• Contacting the Director of Human Resources or designate and/or seeking advice from their Union representatives.~~
- ~~• Contacting appropriate resources within the community~~
- ~~• Consulting their personal physician(s).~~

~~School District 69 will make information on resources available through a variety of means (i.e. pamphlets, posters and website) to enable employees to self refer. The Director of Human Resources or designate will collaborate with Union representatives to inform employees about the available options for assessment, treatment, rehabilitation and return to work.~~

~~The School District will ensure that employees are provided access to assessment, treatment and rehabilitation and that they may access any benefits to which they are entitled. During the return to work phase School District 69 will collaborate with the employee and union representative to accommodate attendance at monitoring sessions, physician appointments related to substance use disorder and/or support group meetings with minimal disruption to the department's work flow and scheduling.~~

RETURN TO WORK

34. Emphasis will be on fitness for work and supportive reintegration into the workplace. Employees will be expected to provide **medical clearance certificate** documentation from a physician specializing in addiction medicine declaring their fitness for work and detailing any limitations/restrictions that may require temporary modification of their duties or permanent accommodation under Human Rights legislation. Employees are expected to comply with reasonable accommodation provided by School District.

Return to Work Agreement

35. Return to work agreements (see Appendix 2 for an example) communicate the employer's expectations with respect to attendance, performance, behaviour and safe work practices following the employee's return to work. They are intended to assist employees in remaining alcohol/drug free and committed to their recovery programs and safe work performance.
36. The written return to work agreement documents the expectations agreed upon by the School District, the employee and his/her union representative. The return to work agreement will include but not be limited to:
 - a. Agreement to participate in the relapse prevention agreement prescribed by the addiction specialist.

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- b. Agreement to be monitored for compliance with the relapse prevention agreement by a monitor acceptable to the School District. The Monitor will verify through regular visits and random testing that the employee is compliant with the relapse prevention agreement and will report compliance and/or non-compliance to the School District.
37. Upon reasonable suspicion of a relapse, the Health and Wellness Coordinator ~~School District 69~~ may request the Monitor to arrange appropriate testing within 24 hours and report whether employee is compliant or non-compliant to the Director of Human Resources. ~~or designate.~~
38. ~~The Monitor will notify the Health and Wellness Coordinator of non-compliance will be reported immediately to the Director of Human Resources or designate by the Monitor who . The Director of Human Resources or designate~~ **If test results indicate that the employee is non-compliant, the Health and Wellness Coordinator** will notify the supervisor that the employee is not medically fit for work pending medical assessment. The employee will not be permitted to work until a medical assessment by an addiction specialist has taken place and fitness for work recommendations have been received by the School District. The **Health and Wellness Coordinator** will advise the Union when employees are removed from work due to medical fitness concerns.

References:

- *Workers Compensation Act*
- *Occupational Health and Safety Regulation*
- *Cannabis Control and Licensing Act*
- *Cannabis Distribution Act*
- **Human Rights Act**
- *Board Policy 8003: Impairment in the Workplace*

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APPENDIX I

DEFINITIONS:

Addiction (Substance Use Disorder)	Refers to a maladaptive pattern of substance use leading to clinically significant impairment or distress as identified by the diagnostic criteria published by the American Psychiatric Association in the current issue of the Diagnostic and Statistical Manual.
Addiction Specialist	Refers to a physician certified in the specialty of addiction medicine.
Alcohol	Refers to the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl and isopropyl alcohol. Beverage alcohol includes but is not limited to beer, wine and distilled spirits.
Contractors	Refers to any persons providing services to School District 69 under a service contract or other agreement and not paid through the School District 69 payroll system.
Dependency	A primary, progressive, chronic and often fatal disease characterized by compulsive, obsessive use of drugs or alcohol or both. Dependency is characterized by a preoccupation with the drugs or alcohol, loss of control, increased tolerance, harmful consequences in one or more major life areas, denial and delusion.
Drug Psychoactive	A class of chemical substances that act on the central nervous system causing changes in behaviour, mood, perception, consciousness and cognition (the way a person acts, feels, and thinks). Psychoactive drugs can be classified into four broad categories: sedatives & hypnotics; stimulants; opiates; and hallucinogens & psychedelics. Includes alcohol, illicit drugs, medications, (including but not limited to narcotics, opioids, anxiolytics, sedatives) solvents, and inhalants. For purposes of this policy, drugs of concern are those that affect an individual's potential or ability to perform their job safely and productively.
Employees	All persons who have an employment relationship with School District 69 and who are compensated through the School District 69 payroll system including Teaching, Support and Exempt staff.
Enabling	Enabling, in this context, is a negative activity that prevents the drug or alcohol dependent person from experiencing the natural consequences of their behaviour. It consists of ideas, feelings, attitudes and behaviours that unwittingly allow or encourage alcohol and drug problems to continue to worsen.
Fit for Work	Means an employee is able to perform the duties of the job with competence and in a safe manner as compared to established performance standards.
District Premises	Includes all land, property, structures, facilities, vehicles and equipment owned, leased, operated or otherwise controlled by School District 69.

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<i>Illegal Activities</i>	Any behaviour considered unlawful. Some examples include driving while under the influence of any mood altering substance, selling illicit or prescription drugs or theft of drugs from School District 69.
<i>Impaired</i>	Being unable to perform job duties in a safe and competent manner due to a functional limitation.
<i>Individuals</i>	Refers to all persons under the scope of this policy who carry out business for School District 69 including employees, volunteers, students, contactors and employees of contractors.
<i>Medication</i>	Refers to a drug obtained legally either over-the-counter or through doctor's prescription.
<i>Misuse</i>	Means the intentional use of a prescribed and/or over-the-counter medication in a way that was not intended or under circumstances that pose a danger to the employee, his/her co-workers and/or the workplace.
<i>Monitor</i>	A health professional who has received training in both the management of individuals with substance abuse disorders and in the monitoring process. The monitor verifies, through face to face visits and random biological testing, that the employee is compliant with all aspects of the relapse prevention agreement and reports compliance or non-compliance to the employer.
<i>Mood Altering Substance</i>	A psychoactive substance which may impair health or safety including but not limited to alcohol, illicit drugs, prescription psychoactive medicine, inhalants and steroids.
<i>Non-Compliance</i>	Failure to comply with any or all aspects of the outlined post-treatment long-term recovery plan as outlined by the Addiction Specialist
<i>Relapse</i>	The recurrence of using mood altering substances and engaging in old behaviours following a period of improvement.
<i>Treatment</i>	Recovery related activities as recommended by a physician specializing in addiction medicine.
<i>Unsafe Acts</i>	Performing a task or carrying out any activity that subjects self and/or others to harm or danger.

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APPENDIX 2

Substance Use Resources

Vancouver Island Health Authority—Youth and Family Substance Use Services
<http://www.viha.ca/youth-substance-use/services.html>

B.C. Partners for Mental Health and Addictions Information—General Information and free resources available. Phone: 1-800-661-2121
<http://www.heretohelp.bc.ca>

BC Mental Health & Substance use Services
<http://www.bcmhsus.ca/health-info/mental-health-substance-use-resources/bc-partners>

Alcohol and Drug Education Information and Referral Service
http://www.ccdus.ca/Eng/Pages/Addictions_Treatment_Helplines_Canada.aspx

Canadian Mental Health Association <https://cmha.ca/>

For Regular School District Employees
Employee & Family Assistance Program, BC
<http://www.efap.ca>
1-800-505-4929

SCHOOL DISTRICT No. 69 (QUALICUM)

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APPENDIX 2 – Template

Return to Work Agreement

Between:

The Board of Education of School District 69 (Qualicum)

And

(Insert Name of Union) (The Union)

And

(Insert Name of Employee) (The Employee)

The Employer and the Employee (referred to as the Parties) enter into this Return to Work Agreement in good faith. The purpose of the Agreement is to support the Employee's rehabilitation and to establish a safe return to work plan (*consistent with the recommendations of the specialist*) while at the same time re-establishing a positive and productive employment relationship.

The Employer is committed to protecting employees, volunteers, students and the public from the potential adverse effects of the inappropriate use of alcohol and drugs.

The Employee understands that regular attendance, satisfactory job performance, appropriate behaviour and safe work practices are standard expectations following the Employee's return to work.

The Employee understands that regular attendance, satisfactory job performance, appropriate behaviour and safe work practices are standard expectations following the Employee's return to work.

The Parties agree to the following terms and conditions:

1. The Employee has provided a letter from Dr. (*name of addictions specialist*) dated (*date of letter*) advising that the employee is ready to return to work. The Parties therefore agree that the Employee will return to work commencing the week of (*date*).
2. The Employee will remain abstinent from opiates, alcohol and all other mind and mood-altering drugs unless prescribed by a physician who is knowledgeable about his/her chemical dependency and who has first consulted Dr. (*name of addictions specialist*).
3. The Employee agrees to participate in and comply with the relapse prevention agreement prescribed by Dr. (*name of addictions specialist*).
4. The Employee will provide Dr. (*name of addictions specialist*) with a copy of this Return to Work Agreement.

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5. The Employee agrees to be monitored for compliance with the relapse prevention agreement by (*name of monitor*). The Employee agrees to provide his/her consent to (*name of monitor*) to immediately report to the Director of Human Resources any positive laboratory screen results or other evidence of a relapse.
6. At the Employer's request upon reasonable suspicion of a relapse, the Employee will submit a urine sample and/or blood specimen within 24 hours for a drug screening test and a report of compliance or non-compliance will be forwarded by (*name of monitor*) to the Director of Human Resources and Dr. (*name of addictions specialist*).
7. The Employee:
 - a. Will arrange for regular meetings with the ~~manager (or delegate*)~~ **supervisor** at his/her place of employment (delegate may not be an included member*) (Reports will be submitted to the appropriate regulatory body, if applicable, every three (3) months by the ~~manager (or delegate)~~ **supervisor**. A copy of the report will be provided to the Employee);
 - b. Gives consent to the Director of Human Resources **or designate** to report to the Employee's ~~manager~~ **supervisor** compliance or gross non-compliance with his/her Return to Work Agreement.
 - c. ~~Agrees to participate and comply with the conditions and undertakings of the professional regulatory body, where applicable;~~
 - d. ~~Provides the professional regulatory body, with a copy of this agreement, where applicable;~~
 - e. ~~Provides professional regulatory body with authorization through a signed copy of this agreement that permits it to immediately contact the Employer (Director of Human Resources) if the Employee has breached any of his/her undertakings agreement with the professional regulatory body.~~
8. The Employee, in case of relapse, will immediately inform his/her ~~manager~~ **supervisor** and apply for a sick leave, report the relapse to Dr. (*name of addictions specialist*) and not return to work without the approval of Dr. (*name of addictions specialist*).
9. The Employee will return to work in accordance with the recommendation of Dr. (*name of addictions specialist*) in his/her letter dated (*date*).
10. The Employee will start the return to work plan following the guidelines advised by Dr. (*name of addictions specialist*)
(Insert schedule as agreed upon by the manager, union and employee)
SAMPLE:
 - a. Week 1 4 hours X 4 days
 - b. Week 2 7.2 hours X 2 days
 - c. Week 3 7.2 hours X 1 day; 12 hours X 1 day
 - d. Week 4 12 hours X 2 days
 - e. Week 5 12 hours X 3 days
 - f. Week 6 commences regular rotation of 12 hours per day

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

11. The term of this Return to Work Agreement is two (2) years from the date of execution (or the date that corresponds with the relapse prevention agreement as prescribed by Dr. (name of addictions specialist). If the Employee is absent from work for longer than one month during this time the period of absence will be added to the term of this Agreement.

Any breach of this Agreement may be constituted by the Employer as grounds for discipline or termination.

12. All references to Dr. (name of addictions specialist) in this Agreement can be varied to insert another physician's name that is approved by the Employer.
13. All references to (name of monitor) in this Agreement can be varied to insert another monitor's name that is approved by the Employer.
14. Following the expiration of the term of this Agreement, it will be removed from the Employee's personnel file. Please note – the Agreement becomes part of the permanent Employee Health record in Workplace Health.
15. The contents of this Agreement are mutually agreed upon and may be modified only by the agreement of the parties.

Signed and dated on this _____ day of _____, 20__

Employee (please print) Signature

Manager **Supervisor** (please print) Signature

Director of Human Resources (please print) Signature
or Designate

Union Representative (please print) Signature

Name of Union (please print) Signature



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Purpose

The Board of Education of School District 69 (Qualicum) is committed to ensuring a safe, caring and inclusive environment for all students and staff. The Board further considers positive and least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*.

The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

Schools do not support any form of physical restraint or seclusion as an ongoing means of intervention. Any intervention that involves physical restraint or seclusion may only be used in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students emphasize prevention and positive behavior supports. Every effort will be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint or seclusion is *only* used in extreme emergency where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that schools will include among their staff members, individuals who are trained in restorative practice, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.

References:

- *Administrative Procedure to Board Policy 8009: Physical Restraint and Seclusion of Students*
- *BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings*** along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to his/her parent at the end of the school day on which the incident has occurred
 - To the Assistant Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise their supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a ***Worksafe 6A – Worker's Report of Injury or Occupational Disease to Employer*** form and/or ***Workplace Violence Risk Assessment (WVRA)*** form will be required.

References:

- *Board Policy 8009: Physical Restraint and Seclusion of Students*
- *BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings*

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: *Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.*

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any "sequence of events that preceded the incident" and/or "unsafe conditions, acts, or procedures that significantly contributed to the incident".
- 4) Using the information gathered from either the 52E40 (if initiated) or the "investigation into the incident" Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker's Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) Student or Students' File(s)
- e) District Principal, Learning Services (if required as per Policy 7023)

Redacted Copies:

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with "The Student", and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) General Manager of Operations

If the violent incident does not involve a student un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) District Principal, Learning Services (if required as per Policy 7023)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

BIOHAZARD EXPOSURE CONTROL PLAN SAFE REMOVAL OF SHARPS (NEEDLES) AT SCHOOL DISTRICT 69 SITES

Page 1 of 2

Purpose

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department.
9. They will provide a new kit when they pick up the used kit for disposal.
10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.

SCHOOL DISTRICT No. 69 (QUALICUM)

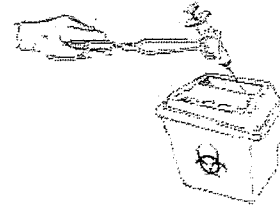
ADMINISTRATIVE PROCEDURE

BIOHAZARD EXPOSURE CONTROL PLAN
SAFE REMOVAL OF SHARPS (NEEDLES) AT SCHOOL DISTRICT 69 SITES

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A Bio-Hazardous Materials Kit includes:

- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handling procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

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SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

Page 1 of 7

Purpose

The Board of Education 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 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.~~

~~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 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 student will discuss the area(s) of concern with the classroom teacher in order to determine whether or not 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 administrative procedure is to be reviewed annually with professional staff and parents.~~

The Board accepts that the Physical and Health Education (PHE) curriculum includes certain topics related to reproductive and sexual health that some students and their parents/guardians may consider sensitive and feel more comfortable addressing through means other than instruction by a teacher in a classroom setting.

The purpose of this administrative procedure is to explain how students and their parents/guardians may, in consultation with their school, arrange for alternative delivery of instruction related to Physical and Health Education curriculum content relating to reproductive and sexual health.

In such instances, students, with their parents' or guardians' consent, may arrange, on an annual basis to address topics related to reproduction and sexuality **sexual health** by an alternative

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means. This alternate approach must be arranged in consultation with the school and be agreed upon by the student, parents/guardians, and the school.

This administrative procedure does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with the school, demonstrate understanding of the identified learning outcomes that their parents/guardians have arranged to address by alternate means.

This alternate delivery provision does not apply to any other learning outcomes in the Physical and Health Education curriculum, nor does it apply to any other British Columbia provincial curriculum.

At the beginning of each school year, or the beginning of a PHE course, the teacher will provide parents/guardians a list of the content students will be expected to know 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 learning activities relating to these topic(s) outside of the classroom.

It is expected that parents who arrange for alternate delivery will address the identified curricular content with their children. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a. The parent and students will discuss the identified curricular content with the classroom teacher in order to determine whether 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 human reproduction and ~~sexuality~~ **sexual health** curriculum content outside regular classroom instruction under the guidance and support of the parents/guardians if accommodation is deemed to be inappropriate during the classroom period. An ***Alternate Delivery of PHE Curriculum*** form will be completed by the parents in consultation with the Principal or designate.
- c. The parents will then assume responsibility for completion of the reproductive and sexual health curricular content outside of regular classroom instruction and provide verification that the student has demonstrated his/her understanding of the curricular content that they assumed responsibility for by completing ***Verification Section*** of the ***Alternate Delivery of PHE Curriculum*** form and returning a completed copy to the Principal or designate prior to the end of the school year in order to ensure that final credit may be granted for this course.

Provincial SOGI Policy, Initiative and Resources

As of Dec. 31 2016, all B.C. school districts and independent schools are required to include specific references to sexual orientation and gender identity (SOGI) in their anti-bullying policies.

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This requirement followed the July 2016 addition of gender identity and expression as a prohibited ground of discrimination under the B.C. Human Rights Code (sexual orientation was already protected).

SOGI is an inclusive term that represents all individuals regardless of sexual orientation or gender identity. It includes lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Approximately 20% of B.C. high school students identify as gay, lesbian, bisexual or not exclusively heterosexual.

Provincially-set curriculum includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination. Teachers and schools have been given the opportunity to explore the B.C. Human Rights Code within those themes including, but not necessarily limited to, sexual orientation and gender identity. Topics related to gender and self-identity are included in the curriculum to broaden student knowledge and to help students understand and respect diversity.

SOGI 1 2 3 is a resource that has been made available to schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with redesigned provincial curriculum.

The SOGI 1 2 3 resource was developed by the ARC Foundation in collaboration with the B.C. Ministry of Education, B.C. Teachers' Federation, The University of British Columbia's Faculty of Education, and Out in Schools.

The SOGI initiative is designed to support understanding and inclusion. To that end, SD69 – Qualicum supports its teachers in their efforts to:

- Use gender-free phrasing
- Use language that is inclusive of all families
- Use respectful language for talking about sexual orientation and gender identity
- Create safe and welcoming environments for all students, staff, parents, and community members where questions can be asked openly and people are accepted for who they are
- Make it easier for students to learn and talk about SOGI issues in age-appropriate ways
- Speak-up when less-than-inclusive comments are being made

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*

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APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Student Name: _____ Grade: _____

Teacher: _____

- I am interested in seeking an alternate means of delivery for topics related to reproductive and sexual health identified in the Physical and Health Education (PHE) curriculum
- I have met with the classroom teacher to discuss alternate means of addressing these topics within the classroom setting and we were not able to identify a mutually agreed upon approach

Curriculum topics: _____

- I am requesting that I/we be given responsibility for providing learning activities related to these topics and to have my child demonstrate the required understandings.

Name(s) of Parent(s)/Guardian(s): _____

Signature(s) of Parent(s)/Guardian(s): _____

Date: _____

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APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Plan for alternate delivery of PHE reproductive and sexual health learning outcomes:

Means of demonstrating student knowledge and understanding:

Plan Approval

Principal Name: _____

Principal Signature: _____

Date: _____

Plan Completion:

Please submit to the Principal the required verification of student knowledge and understanding as outlined in PHE curriculum for areas identified in this plan.

Assigning of Credit for PHE:

The student has demonstrated the required knowledge and understanding for the areas identified for an alternate means of delivery.

Principal Signature: _____

Date: _____

The Principal is to notify the classroom teacher of the successful completion of the plan or the failure to do so.

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APPENDIX II

K-7 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Kindergarten

Knowing about our bodies and making healthy choices helps us look after ourselves.

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 1

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 2

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 3

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 4

- Communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 5

- Practices to promote health and well-being, including those that prevent communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 6

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences on individual identify, including sexual identify, gender, values and beliefs

Grade 7

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences of physical, emotional, and social changes on identities and relationships

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APPENDIX III

GRADES 8-10 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Grade 8

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines

Grade 9

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Grade 10

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings