



## REGULAR BOARD MEETING AGENDA

TUESDAY, NOVEMBER 27, 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: October 23, 2018  | p 1-7   |
| b. | Ratification of In Camera Board Meeting Minutes: October 16, 2018  | p 8     |
| c. | Approval in principle for a Ballenas Secondary Student trip to Edmonton, Alberta from May 7, 2019 to May 12, 2019  | p 9-13  |
| d. | Final approval for a Ballenas Secondary School student trip to Europe from March 14 to 26, 2019  | p 14-20 |
| e. | Approval in principle for an International Program student trip to the Rocky Mountains (Revelstoke, Banff, Valemont) from May 4 to 7, 2019 from March 14 to 26, 2019 | p 21-25 |
| f. | Ministry News  |         |
|    | • Working together to keep kid safe online   | p 26-27 |
|    | • Minister's statement on Representative for Children and Youth's report on substance use  | p 28-29 |
|    | • Children with special needs benefit from CanAssist devices   | p 30-31 |
|    | • Take advantage of education savings opportunities designed to save money   | p 32    |
| g. | Reports from Board Representatives to Outside Organizations  |         |
|    | • Tribune Bay Outdoor Education Centre – Trustee Austin  | p 33    |
|    | • Curriculum Implementation Advisory Committee – Trustee Austin  | p 34    |
|    | • Oceanside Building Learning Together Coalition – Trustee Austin  | p 35    |
|    | • French Advisory Committee – Trustee Young  | p 36    |
|    | • Indigenous Education Services Committee – Trustee Young  | p 37    |
| h. | Status of Action Items - November 2018   | p 38    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 27, 2018, as presented (*or, as amended*).

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

- a. **Early Learning & Childcare Council in Oceanside (ECCO)**

(Judi Malcolm/Carol O'Connor)

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6. **BUSINESS ARISING FROM THE MINUTES**
  7. **TRUSTEE HIGHLIGHTS**
  8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
  9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
  10. **DISTRICT PARENTS ADVISORY COUNCIL**
  11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD (10 MINUTES)**
  12. **ACTION ITEMS**
    - a. **Statement of Financial Information (SOFI) Report** (Ron Amos) p 39-55  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2018.
    - b. **Trustee Remuneration as per New Canada Revenue Agency Regulations** (Ron Amos) p 56  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) increase trustee remuneration by \$1000 effective January 1, 2019 to offset the impact of the income tax changes by the Canada Revenue Agency.
  13. **INFORMATION ITEMS**
    - a. **Educational Programs Update** (Rudy Terpstra)
    - b. **Education Planning Update** (Eve Flynn)
  14. **CORRESPONDENCE ATTACHED**
  15. **BOARD POLICY/ADMINISTRATIVE PROCEDURE** (Trustee Godfrey)
    - a. **Board Policy 8009: Physical Restraint and Seclusion of Students** p 57-62  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8009: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedure at its Regular Board Meeting of November 27, 2018.

**b. Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites** p 63-64

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the Administrative Procedure: *Biohazard Exposure Control Plan – Safe Removal of Sharps (Needles) from SD69 Sites* at its Regular Board Meeting of November 27, 2018.

**c. Board Policy 8005: Student Health - Common Medical Conditions** p 65-75

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 8005: *Student Health – Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of November 27, 2018.

**16. TRUSTEE ITEMS**

**17. NEW OR UNFINISHED BUSINESS**

**18. PUBLIC QUESTION PERIOD**

**19. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, OCTOBER 23, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

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

**Administration**

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

**Education Partners**

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

**1. CALL TO ORDER**

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

Chair Flynn noted that the Superintendent's absence was due to a medical leave. She then introduced incoming Trustee, Laura Godfrey, who was in the audience.

**3. ADOPTION OF THE AGENDA**

Chair Flynn noted that the delegation from Autism BC Delegation has been deferred to a future meeting date.

**18-112R**

*Moved:* Trustee Gair                      *Seconded:* Trustee Kurland

**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: September 25, 2018
- b. Ratification of In Camera Board Meeting Minutes: September 18, 2018
- c. Final approval for Kwalikum Secondary student field trip to Japan from March 13, 2019 to March 25, 2019
- d. Final approval for Kwalikum Secondary student field trip to Europe from March 14 to March 25, 2019.
- e. News Releases
  - Minister and K-12 education partners' statement on support for SOGI
  - Premier's Awards for Excellence in Education winners announced on World Teachers' Day
  - Partnerships with France create more opportunities for students to learn French
- f. Board Committee/Trustee Representative Reports
  - District 69 Recreation Commission – Trustee Young
- g. Status of Action Items – October 2018
- h. Approval in Principle for Ballenas Secondary Student Trip to Edmonton, Alberta from May 7 to 12, 2019

**18-113R**

*Moved:* Trustee Gair                      *Seconded:* Trustee Austin

**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 amended.

CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS**

- a. **Launch into Life – Autism BC**  
Deferred to a future meeting.

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS****Chair Flynn**

- Acknowledged that it was the last board meeting for outgoing Trustee, Jacob Gair, who joined the Board as one of the youngest trustees in the province. He can be proud of the work he has done over the past four years to bring students' voices to the table.

**Trustee Young**

- Attended the Springwood Elementary School Fall Carnival on the evening of October 12th. While this event is a successful fundraiser for the school, it is meant more for an opportunity to welcome and bring the school community together.

**Trustee Kurland**

- Had attended the groundbreaking ceremony in the spring for the Qualicum First Nations Childcare Centre and on October 19<sup>th</sup>, attended the grand opening of the Centre, which has a good layout and is well-equipped. The Centre is located on a site which has historical significance, being that it was the start of a trail from Qualicum Bay to Port Alberni.

**Trustee Austin**

- A Firepit Pavilion being erected at the Tribune Bay Outdoor Education Centre (TBOEC) to replace the current open pit is taking shape and, once completed, students and other users of the Centre will be able to have fires at any time of year in any type of weather. She encouraged people to check out the pictures available on the TBOEC website.

**Trustee Gair**

- Expressed appreciation for the support provided by his fellow board members and district staff over the past four years as he proceeded through the learning curve as a first-time trustee. He has immensely enjoyed his term and hopes to run for a trustee position again in the future as he continues with his post-secondary education.

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

Debbie Comer, MATA President, reported on the following:

- Extended best wishes on behalf of all MATA members to the Superintendent for a speedy and full recovery.
- Thanks to Trustee Gair for serving as a trustee over the past four years and for placing a focus on student engagement and supporting the rights of students in the District.
- Expressed appreciation for the revisions made to the Impairment in the Workplace policy/administrative procedures; however, there are still some concerns which will be shared with the Board and Policy Advisory committees regarding assumptions around addictions.
- Urged the Board to share the Board's understanding of the true costs of supporting students with special needs with the Ministry of Education as it reviews the current funding model as there have been references made to removing targeted funding for special needs students.

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

No Report

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

Andrea Button, President, thanked Trustee Gair for his service over the past four years and for his attendance at DPAC meetings. She also wished the Superintendent a speedy recovery.

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

None

**12. ACTION ITEMS****a. 2018-19 Enhancing Student Learning Plan – District**

Assistant Superintendent Wilson referred to the document in the agenda package, stating that the Plan is reflective of the work done by administrators and teaching staff and that early learning is represented this year as well as the incorporation of indigenous education into all learning, not just as a stand-alone program. Related work is also currently underway through the Appreciative Inquiry process with secondary students sharing what they appreciated about their learning

opportunities as well as sharing what types of programs they wanted to see more or less of.

**18-114R**

*Moved:* Trustee Kurland      *Seconded:* Trustee Young  
**THAT** the Board of Education of School District 69 (Qualicum) accept the *2018-19 Enhancing Student Learning Plan - District* as presented.  
 CARRIED UNANIMOUSLY

**b. Board/Authority Authorized (BAA) Courses**

Assistant Superintendent Wilson noted that the courses being presented for approval stemmed from work done by the Principal of the CEAP and Career Education programs from conversations which started at the secondary level to determine how to support the work that students are already doing and how they could be provided with credits for that work.

**18-115R**

*Moved:* Trustee Gair      *Seconded:* Trustee Kurland  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Global and Intercultural Experience 12*.  
 CARRIED UNANIMOUSLY

**18-116R**

*Moved:* Trustee Gair      *Seconded:* Trustee Kurland  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Global and Intercultural Studies 12*.  
 CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS**

**a. Enrolment Report as at September 28, 2018**

Assistant Superintendent Wilson noted that enrolment for 2018-19 is 3 FTE higher than at the same time last year with 40 more students enrolled in the district than projected.

The increase in French Immersion enrolment was due to the number of Kindergarten students who were in the program last year and the District has been able to provide space for all 51 moving into the elementary level. An additional five students at False Bay School was also of note, showing growth in that region. There was also a significant increase in enrolment at Qualicum Beach Elementary School as well as Nanoose Bay Elementary at which additional classroom space was provided.

Ms. Wilson noted that this was the first year where all cross-boundary requests could not be accommodated. Students/parents are currently considering whether to remain at their catchment school or remain on a waitlist in hopes of a space coming available.

She also reported that all schools, including those that had extra space or too little space, are currently at comfortable levels of enrolment and staffing. That topic will be discussed at future Capital Planning Committee Meetings for future considerations.

**b. Class Size Report: October 2018 Snapshot**

Assistant Superintendent Wilson noted that there are 3 classrooms declared and confirmed they are compliant. She acknowledged the work of the counsellors at both secondary schools to ensure class sizes are comfortable for both students and teachers.

**c. Educational Programs Update**

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

- Parent/teacher conferences have been held over the past two weeks to share student learning that has taken place so far this year, with thanks to all the teaching staff involved.
- Professional Development Day on October 19<sup>th</sup> provided numerous opportunities for learning both on and off the island.
- The “Sparking Inspiration” presentation, sponsored by the Early Years Network and held at Nanoose Bay Elementary School on October 19<sup>th</sup>, was attended by over 240 staff from across Vancouver Island.
- The first meeting of the Changing Results for Young Children (CR4YC) was held on October 12<sup>th</sup> between the Assistant Superintendent and the District leads, Judi Malcolm and Eileen Saremba. The Kindergarten classes in the District are participating in the project which will begin the process of improving the quality of practices related to the social and emotional well-being of young children.
- The first feedback session on the reporting pilot for the K-9 Draft Reporting Policy will be by the Ministry of Education on Wednesday, October 31<sup>st</sup>. Ms. Wilson will be meeting with teaching staff later this week to complete a form in order to provide feedback to the Ministry on the policy.
- The next Curriculum Implementation Day will be held on Friday, November 2<sup>nd</sup> which will offer a rich day of collaboration and focused conversation on what teachers’ wants and needs are in order to support learning in the classroom.
- Fall conversations with schools have begun and will continue over the next two weeks.
- On November 22<sup>nd</sup>, the District is hosting a parent session on Childhood Stress and Anxiety – Building Resilience. The session will be held at the Qualicum Commons and presented by Julie-Ann Richards, M.A. R.C.C., C.C.C.

**d. Education Planning Update**

As reported above under Action Item a) *2018-19 Enhancing Student Learning Plans – District.*

**e. Quarterly Financial Update**

Secretary Treasurer Amos reviewed the District’s financial status as of the end of September, noting that the district expenditures were tracking normally. He also highlighted an additional page of information which provides more transparency about how special purpose funds, which are targeted, are being spent. It was noted that the bulk of monies related to the parking lot work being done at Errington Elementary School have not been dispersed due to the timing of the invoicing, which will not be submitted by the contractors until the work has been completed.

**14. CORRESPONDENCE ATTACHED**

None



**15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE****a. Board Policy 8003: Impairment in the Workplace****18-117R***Moved:* Trustee Young *Seconded:* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of October 23, 2018.

CARRIED UNANIMOUSLY

**b. Board Policy 8009: Physical Restraint and Seclusion of Students****18-118R***Moved:* Trustee Young *Seconded:* Trustee Gair

**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.

CARRIED UNANIMOUSLY

**c. Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites****18-119R***Moved:* Trustee Young *Seconded:* Trustee Gair

**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.

CARRIED UNANIMOUSLY

**d. Administrative Procedure: Physical and Health Education Curriculum Provision for Alternative Delivery of Instruction****18-120R***Moved:* Trustee Young *Seconded:* Trustee Gair

**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.

CARRIED UNANIMOUSLY

**16. TRUSTEE ITEMS**

None

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

Chair Flynn responded to the following comment:

- *A suggestion was made that the Board needed to expand opportunities for feedback on the Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites.*

Chair Flynn noted that as the Policy Advisory Committee had representatives from all employee groups as well as parents to obtain and provide feedback on all policies. The document has also been in the public domain since first reading and members of staff and the community have a variety of avenues and pathways with which to provide feedback on any district policy/bylaws and/or administrative procedures.

Trustee Kurland, as the Board's representative on the District Health & Safety Committee, also committed to bringing the draft to the committee's next meeting for review and feedback.

**19. ADJOURNMENT**

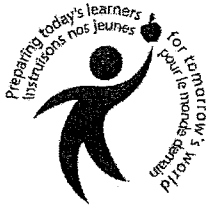
Trustee Gair moved to adjourn the meeting at 7:45 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
**October 16, 2018**

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**ATTENDEES:**

**Trustees**

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

**Administration**

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matters:

- Land
- Labour Relations/Personnel
- Legal

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

- Personnel

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT  
October 16, 2018

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**ATTENDEES:**

**Trustees**

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

**Administration**

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matters:

- Land
- Labour Relations/Personnel
- Legal

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

- Personnel

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Chairperson

---

Secretary Treasurer



**FORM SD69-FE04A**

**Category 4 Field Experience**

**REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)**

**Out of Province but within Canada and/or Continental USA or Off-Continent**

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
- Will 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-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
  - Parent Information Letter
  - Schedule/Itinerary
  - Class List
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract

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

- 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 preliminary approval from the Board of Education
  - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Parent Information Letter
  - Schedule/Itinerary
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: BALLENAS SECONDARY SCHOOL

Educator-in-Charge: Brent Kellas

Proposed Destination: Edmonton, Alberta

Proposed Departure Date: May 7, 2019 Proposed Return Date: May 12, 2019

Area of Study: Music/Band/Choir Grades: 9-12

Educational Purpose of Trip: To take part in music performances, workshops, and observe music professionals in action

Total No. of Students: 40 to 80

Total Projected Cost: Not known at this time

Projected Cost per Student: approx. \$850.00

Projected Built-in Cost per Teacher: Not known at this time

Projected Cost to Teacher (if any): < \$100.00

Proposed Excursion Details (Planning Form 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, EA's, and parents

**Category 4 Out of Province Field Experience -- Preliminary Approval**

Educator-in-Charge (please print): Brent Kellas	Date (day/month/year): 12/10/2018	Educator-in-Charge signature: 
Principal Name (please print): Rudy Terpstra	Date (day/month/year): 12/10/2018	Signature indicating preliminary approval: 
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

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



## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

*Rudy Terpstra*  
Principal

*Kevin McKee*  
Vice-Principal

*Jane Reynolds*  
Vice-Principal

*Lesley LaCouvee*  
Acting Vice-Principal

October 12, 2018

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

Board of Education – School District 69 (Qualicum);

This letter will stand as my support for the Ballenas Secondary School Music Students Field Trip to Edmonton May 7-12, 2019. This trip has been planned by Mr. Brent Kellas. Not only will students have a chance to perform and expand their musical training, they will explore many parts of Alberta.

Students will be travelling with the appropriate number of chaperones (Mr. Kellas and parents). Please see attached itinerary for details.

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

Respectfully submitted,

Rudy Terpstra, Principal  
Ecole Secondaire Ballenas Secondary School



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

Rudy Terpstra  
Principal

Jane Reynolds  
Vice-Principal

Lesley LaCouvee  
Vice-Principal

October 11, 2018

### ***Re: Approval in Principle for the BSS Music Department Trip to Edmonton, Alberta from May 7<sup>th</sup> to 12<sup>th</sup>, 2019***

Dear SD69 Board of Education:

The Ballenas Music Program is looking for approval in principle for an educational trip in May of 2019. The Grade 9-12 Tour Band and Concert Choir are planning to travel to Edmonton in May 2019 for our major music trip of the year. Trips like these help to build lasting relationships among students and give us an opportunity to bring everyone together in a unique learning situation for musical growth.

We will be leaving on Tuesday, May 7<sup>th</sup> and will return on Sunday, May 12<sup>th</sup>. The students will perform at some schools and/or other public venues, take part in a day of workshops with world-class musicians/educators, and will have the opportunity to engage in some awesome activities during the week-long trip! The trip activities include:

- Attend an Edmonton Symphony Orchestra concert and tour the Winspear Centre
- Attend a Jubilations Dinner Theatre show in Edmonton
- Workshops with professional instrumental and choral instructors
- Choice of activities at West Edmonton Mall including the five-acre World Water Park, Galaxyland Amusement Park, and indoor mini-golf
- Sky Tram ride in Jasper and other various activities along the way

This will be a very music-focused trip, and the workshop/performance experiences will help the students with all of their future music concerts and performing opportunities. Our Year-End Concert will take place about one month after this trip, and I know that the benefits of going on this field experience will be evident on the evening of the concert!

Thank you for your consideration of this field experience for the Ballenas music students.

Sincerely,

Ballenas Music Director  
bkellas@sd69.bc.ca  
[www.ballenasmusic.org](http://www.ballenasmusic.org)



## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

Box 1570, 135 N. Pym Rd

Parksville, BC V9P 2H4

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

October 11, 2018

### *BSS Music Dept. Trip – Edmonton, Alberta May 7<sup>th</sup> to 12<sup>th</sup>, 2019*

#### **Dear Parents/Guardians of BSS Music Students:**

The Ballenas Grade 9-12 Tour Band and Concert Choir will be travelling to Edmonton in May 2019 for our major music trip this year. Trips like these help to build lasting relationships among students and give us an opportunity to bring everyone together in a unique learning situation for musical growth.

We will be leaving on Tuesday, May 7<sup>th</sup> and will return on Sunday, May 12<sup>th</sup>. The students will perform at some schools and/or other public venues, take part in a day of workshops with world-class musicians/educators, and will have the opportunity to engage in some awesome activities during the week-long trip! The trip activities include:

- Choice of activities at West Edmonton Mall including the five-acre World Water Park, Galaxyland Amusement Park, and indoor mini-golf
- Attend an Edmonton Symphony Orchestra concert and tour the Winspear Centre.
- Attend a Jubilations Dinner Theatre show in Edmonton
- Workshops with professional instrumental and choral instructors
- Sky Tram ride in Jasper and other various activities along the way

**Students that are considering participating in the Edmonton trip must return the attached form by October 31<sup>st</sup> along with a \$200 deposit.** We do not know the final number of participants or the final cost of the travel or hotel expenses yet, so it is not possible to have an exact cost for the trip at this time. However, we expect it to cost around **\$850.00 per student** (before any fundraising is done). We will do our best to make this trip as affordable as possible. Please help in this effort by taking part in the fundraisers we plan over for the next few months.

The fees will be paid in four installments of cheques written out to BSS: **October 31<sup>st</sup> \$200.00 payment & permission form, January 18<sup>th</sup> \$200.00, February 15<sup>th</sup> \$200.00, and March 8<sup>th</sup> \$250.00.**

Due to booking activities and hotel rooms in advance, students who sign up and pay the first installment are ensuring their participation in this event. **The fees are non-refundable (unless the entire trip does not go ahead).**

Students must be in good academic standing to participate in this trip, and all BSS expectations for behaviour will be in effect for the duration of the trip. **Students may be denied the opportunity to participate in this trip if their teachers or administrators do not consider them to be in good academic standing (which includes not attending rehearsals regularly).** A detailed itinerary is being prepared as more information from the tour company is being received. It will be distributed in the coming months. Please contact Mr. Kellas if you have any questions or concerns.

Sincerely,

Brent Kellas

BSS Music Director

bkellas@sd69.bc.ca

**Please submit the first \$200.00 payment (cheques written out to BSS) and the attached permission form in to Mr. Kellas by Wednesday, October 31<sup>st</sup>. The remaining installments will be due in January, February, and March.**





Friday, 12 October 2018

**AFFINITY GROUP TOURS**  
817 Cambie St  
Vancouver, B.C.  
Canada V6B 2P4

Ph: (604) 737-3121  
E-mail: kristy@affinitytours.com  
Fax: (604) 737-0172

### **Ballenas Secondary School – Edmonton Performance Tour**

**\$815.00 per student based on 45 paying students (12 rooms) and 5 free adults/teachers (3 rooms)**

#### **Itinerary inclusions**

- Charter coach services per the Itinerary, (Driver's regulations stipulate that all bus drivers must not exceed driving *10 hours per day*) provided by Wilsons Transportation;
- BC Ferries fee's for passengers and coach May 7<sup>th</sup> and May 12th
- 2 nights' accommodation at a moderate hotel in Kamloops (May 7 and 11);
- 3 nights' accommodation at a moderate hotel in Edmonton (May 8, 9 and 10);
- 2 elementary school performances;
- Daily breakfast
- 1 group dinner in downtown Edmonton
- Jasper Sky Tram
- West Edmonton Mall Choice Passes for 1 Day
- Tickets to Edmonton Symphony Orchestra Performance.
- Winspear Educational Tour
- Jubilations Dinner Theatre & Show
- 90 Minute Workshop in Edmonton at the University of Alberta.
- All applicable Taxes and GST;
- Services and Planning by Affinity Group Tours;

**Please note:** No arrangements or prices are to be considered confirmed until a written confirmation has been received by you from *Affinity Group Tours*. This is a 'Proposal & Quotation' only at this time. Nothing has been requested or booked for your trip, pending your go-ahead & receipt of the initial deposit as outlined above.

#### **NOT INCLUDED:**

- ❖ Meals other than as specified above
- ❖ Manulife STUDENT YOUTH Cancellation and Trip Interruption Insurance (\$59.00 per student – minimum 16 students needed to purchase insurance)
- ❖ Items of a personal nature
- ❖ Additional coach transportation, workshops or entrance fees
- ❖ Gratuities

#### **IMPORTANT DEPOSIT & PAYMENT REQUIREMENTS:**

- A \$200.00 per person deposit is due by October 30, 2018.
- A second deposit of \$200 per person is due by January 15, 2019
- Final numbers and final rooming list are required by February 15, 2019 *at which time a final invoice will be issued.*
- Balance of payment is due no later than March 1, 2019

**Note:** All monies paid are non-refundable. No refunds for unused services



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: ECOLE SECONDAIRE BALLENAS SECONDAIR SCHOOL

Educator-In-Charge: Debbie DeBuyscher

Destination: Italy & Greece

Departure Date: March 14, 2019 Return Date: March 26, 2019

Area of Study: History, Culture, Art Grades: 10-12

Educational Purpose of Trip: Experience historically, artistically and culturally significant cities to learn world history, develop new perspectives and an appreciation and tolerance of other cultures.

Total No. of Students: 34 Total Cost: \$171,500

Cost per Student: \$4900 Built-in Cost per Teacher: \$0 Cost to Teacher (if any): \$355 insurance & tips

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:

7:1 student to teacher supervisors ratio ; 3 female and 2 male appropriate to the gender make up of the group

Category 4 Out of Province Field Experience – Final Approval

Educator-in-Charge (please print): Debbie DeBuyscher	Date (day/month/year): 29/10/2018	Educator-in-Charge signature: <i>Debbie DeBuyscher</i>
Principal Name (please print): Rudy Terpstra	Date (day/month/year): 29/10/2018	Signature indicating final approval: <i>Rudy Terpstra</i>
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



## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

*Rudy Terpstra*  
Principal

*Lesley LaCouvee*  
Vice-Principal

*Jane Reynolds*  
Vice-Principal

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October 29, 2018

School District 69 (Qualicum)  
PO Box 430, 100 Jensen Avenue East  
Parksville, B.C.  
V9P 2G3

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Ballenas Secondary School Field Trip to Europe – Florence, Rome, Athens and the Greek Islands - during Spring Break March 14<sup>th</sup> – 26<sup>th</sup>, 2019. This trip was planned by Ms. DeBuysscher, and is an excellent artistic, cultural, and historical learning experience for our students. Thirty-four Ballenas students along with five chaperones (Ms. DeBuysscher, Ms. Reynolds, Mrs. Confortin, Mr. Nailor and Mr. Litton) will participate in this field experience.

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

Respectfully submitted,

Mr. Rudy Terpstra  
Principal, Ecole Ballenas Secondary School

October 25, 2018

School District 69 (Qualicum)  
PO Box 430, Jensen Avenue East  
Parksville, B.C.  
V9P 2G3

School District 69 (Qualicum) Board of Education

Please accept my request for final approval from the Board of Education for the proposed Education First Tour of Florence, Rome, Athens and the Greek Islands during Spring Break of 2019. The proposed dates for this trip are Thursday, March 14 to Tuesday, March 26 with 34 Ballenas students, five teacher chaperones and an experienced Education First tour director. The trip will provide an excellent opportunity for our students to experience three of the most historically, artistically, and culturally significant cities in Europe.

Students will experience amazing architecture, innovation and artistic brilliance, which will hopefully encourage their own creativity and spark a desire for lifelong learning. Exposing students to the actual sites where the Renaissance emerged and Western politics and world events unfolded will deepen their understanding of world history and have academic results. Experiencing these iconic cities and their unique cultures will also allow students to appreciate their place in the world and develop new perspectives and a tolerance of others. Students will set a learning goal of personal interest and keep a travel journal. Upon completion of this trip, students will reflect on and share their learning and personal experiences from this exciting educational trip.

Tour highlights will include visits to the Duomo in Florence; the Sistine Chapel and St. Peter's Basilica in Vatican City; the Colosseum, Roman Forum and Pompeii Roman ruins in Italy; Delphi, the Acropolis in Athens and archeological sites on the Greek Islands. Please see attached itinerary for travel and cost details.

Every precaution will be taken to ensure student safety while on tour. Due to a travel advisory, the tour group will not visit Turkey. The bilingual EF tour director stays with our group 24/7 and is in constant contact with the local EF offices should any need arise. The tour director can respond to any medical need, emergency or itinerary alteration necessary.

I would ask that the Board of Education grant final approval for this excellent learning opportunity for our students, which will enhance their life experiences.

Respectfully submitted,



Debbie De Buysscher  
Ballenas Secondary School  
cc. Mr. Rudy Terpstra  
Principal, Ballenas Secondary School

October 25, 2018

Dear Parents,

Your son/daughter has indicated an interest in participating in the Education First Tour of Florence, Rome, Athens and the Greek Islands during Spring Break of 2019. The proposed dates for this trip are Thursday, March 14 to Tuesday, March 26 with 34 Ballenas students, five teacher chaperones and an experienced Education First tour director. The trip will provide an excellent opportunity for students to experience three of the most historically, artistically, and culturally significant cities in Europe.

Students will experience amazing architecture, innovation and artistic brilliance, which will hopefully encourage their own creativity and spark a desire for lifelong learning. Exposing students to the actual sites where the Renaissance emerged and Western politics and world events unfolded will deepen their understanding of world history and have academic results. Experiencing these iconic cities and their unique cultures will also allow students to appreciate their place in the world and develop new perspectives and a tolerance of others. Students will set a learning goal of personal interest and keep a travel journal. Upon completion of this trip, students will reflect on and share their learning and personal experiences from this exciting educational trip.

Tour highlights will include visits to the Duomo in Florence; the Sistine Chapel and St. Peter's Basilica in Vatican City; the Colosseum, Roman Forum and Pompeii Roman ruins in Italy; Delphi, the Acropolis in Athens and archeological sites on the Greek Islands. Please see attached itinerary for travel and cost details.

Every precaution will be taken to ensure student safety while on tour. Due to a travel advisory, the tour group will not visit Turkey. The bilingual EF tour director stays with our group 24/7 and is in constant contact with the local EF offices should any need arise. The tour director can respond to any medical need, emergency or itinerary alteration necessary.

Please read through the information, fill in and sign the permission forms allowing your son/daughter to participate in this excellent learning opportunity for our students, which will enhance their life experiences.

Respectfully,



Debbie De Buyscher  
Ballenas Secondary School  
cc. Mr. Rudy Terpstra, Principal

# TOUR ITINERARY

## *Customized Tour*

*13 days*

**X**

- **Day 1: Fly overnight to Italy**
- **Day 2: Milan • Florence**

Meet your Tour Director at the airport

- **Day 3: Florence**  
Take a guided tour of Florence  
With your expert local guide you will see:
  - Piazza della Signoria
  - Ponte Vecchio
  - Basilica of Santa Croce
  - Gates of Paradise

- **Day 4: Rome**  
Take a guided tour of Rome  
With your expert local guide you will see:

- Roman Forum
- Colosseum

- **Day 5: Rome**

Enjoy time to explore on your own

Take a tour of Vatican City

With your expert local guide you will visit:

- Sistine Chapel
- St. Peter's Basilica

Take a self-guided walking tour of Rome

You will see:

- Trevi Fountain
- Pantheon
- Piazza Navona
- Spanish Steps

- **Day 6: Pompeii • Night ferry**  
Tour the ruins of Pompeii with an expert local guide

Board a night ferry to Patras

- **Day 7: Patras • Delphi**
- **Day 8: Delphi • Athens**  
Take a guided tour of Delphi  
With your expert local guide you will see:
  - Temple of Apollo

- Delphi Archaeological Museum
- **Day 9: Athens**  
Take a guided tour of Athens  
With your expert local guide you will see:

- Olympic Stadium
- Syntagma Square
- Acropolis

Visit the Acropolis Museum  
Take a walking tour of Athens  
With your Tour Director you will see:

- Plaka district
- Temple of Zeus

Enjoy time to explore on your own

- **Day 10: Greek island cruise: Mykonos**  
Depart on a three-day cruise of the Greek islands (*Shore excursions to Samos, Crete and Santorini are included for all travelers*)  
Explore the Old Town of Mykonos island on your own
- **Day 11: Greek island cruise: Samos • Patmos**  
Included excursion to Samos island featuring beaches and archaeological sites  
Explore Patmos island on your own
- **Day 12: Greek island cruise: Crete • Santorini**  
Included excursion to the Palace of Knossos  
Included excursion to Oia Village in Santorini
- **Day 13: Depart for home**

## International Student Program



Qualicum  
SCHOOL DISTRICT

School District No. 69 (Qualicum) Ross Pepper, District Principal Email [rpepper@sd69.bc.ca](mailto:rpepper@sd69.bc.ca) [www.schoolincanada.ca](http://www.schoolincanada.ca)

October 30, 2018

Board of Education – School District # 69 (Qualicum)

This letter will stand as my approval for the field trip to Rocky Mountains planned by myself and Jenny Atkinson, Activities Coordinator of the International Student Program.

The trip to the Rocky Mountains is planned for May 4, 2019 to May 7, 2019 with 50 students, 4 chaperones and 2 DC Student Tour Guides.

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

Respectfully,

Ross Pepper  
District Principal

cc: Rollie Koop  
Lori Marshall  
Rudy Terpstra

RP/bb



# International Student Program



Qualicum  
SCHOOL DISTRICT

School District No. 69 (Qualicum) Ross Pepper, District Principal Email [rpepper@sd69.bc.ca](mailto:rpepper@sd69.bc.ca) [www.schoolincanada.ca](http://www.schoolincanada.ca)

October 30, 2018

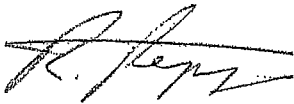
Board of Education – School District #69 (Qualicum)  
Re: Rockies Field Trip, May 4 to 7, 2019

Planning for this trip is well underway. Students must make a full payment of \$625.00 before March 1, 2019. The cost includes the fee charged by Destination Tours as well as costs associated with transporting the students to the ferry and the cost of the ferry.

The goals and objectives of this trip are:

1. Educational sightseeing via Revelstoke, Banff and Valemont. Historical sites will be visited along the way.
2. Providing an activity for International Students.
3. Engage in spring recreational activities.

Respectfully,



Ross Pepper  
District Principal

Cc: Gillian Wilson

RP/bb



**FORM SD69-FE04A**

**Category 4 Field Experience**

**REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)**

**Out of Province but within Canada and/or Continental USA or Off-Continent**

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
- Will 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-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
  - Parent Information Letter
  - Schedule/Itinerary
  - Class List
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract
- In addition to above information, Educator-in-charge MUST have on file:
  - 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
- 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 preliminary approval from the Board of Education
  - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Parent Information Letter
  - Schedule/Itinerary
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract

**SCHOOL NAME:** QUALICUM INTERNATIONAL STUDENT PROGRAM  
**Educator-in-Charge:** Ross Pepper  
**Proposed Destination:** Revelstoke, Banff, Valemount - Rockies Tour  
**Proposed Departure Date:** Saturday May 4, 2019      **Proposed Return Date:** Tuesday May 7, 2019  
**Area of Study:**      **Grades:** 9-12  
**Educational Purpose of Trip:** Educational sightseeing, International Student activity  
**Total No. of Students:** 50  
**Total Projected Cost:** 31844.00  
**Projected Cost per Student:** 594.88      **Projected Built-in Cost per Teacher:** 2460.00      **Projected Cost to Teacher (if any):** 0.00  
**Proposed Excursion Details (Planning Form attached):**  Yes       No ( If no, please explain below)  
 see attached

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, sd69 exempt staff, DC Student Tour Guides

**Category 4 Out of Province Field Experience – Preliminary Approval**

Educator-in-Charge (please print): Ross Pepper	Date (day/month/year): October 29, 2018	Educator-in-Charge signature: 
Principal Name (please print): Ross Pepper	Date (day/month/year): October 29, 2018	Signature indicating preliminary approval: 
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

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

## Rockies – May 4 – 7, 2019

### Estimated Costs

Item	Cost Based on 50	Group
School Bus to Nanaimo/Back	\$250 x 2	\$500.00
Ferry Crossing	4x\$17.45, 50 x \$8.85= \$512 (One Way) – X2	\$1024.00
Tour Cost	\$560 ea +2 Chaperones	\$29,120.00
Chaperone Fees	4 x \$300	\$1,200.00
	<b>TOTAL</b>	<b>\$31,844.00</b>
<i>Actual Cost per student</i>	\$636.88	
<b>Students Pay</b>	<b>\$625.00 (before March 1)</b>	<b>\$650.00 (after March 1)</b>

### Cost includes:

- 3 nights hotel accommodation based on quad occupancy for students (4 people per room sharing 2 beds)
- Transportation – School Bus, Ferry, Coach Bus (DC Student Tours)
- Experienced, friendly and fun Tour Guide and Assistant Tour Guide
- Three breakfasts and 1 BBQ dinner
- Columbia Icefield Explorer
- Cowboy Ranch experience
- Campfire with marshmallow roast (subject to the weather condition)
- Enroute entertainment, games and prizes
- Discounts on optional activities
- All taxes

### Optional activities:

- Banff Gondola – Adult (16+) \$58.00 / Child (6-15) \$30.00
- Banff Hot Springs – Adult \$8.30 / Youth \$6.30

(\*\*Above rates are based on 2018 pricing and subject to change in 2019)

## **Sample Itinerary:**

### **Day 1: Horseshoe Bay to Revelstoke**

- Meet your DC Student Adventure Tour Guide at Horseshoe Bay Ferry Terminal at 10:10 am
- Depart North Vancouver. The fun begins! Your friendly Canadian Tour Guide will start off the tour with introductions and games. Hear interesting facts about Vancouver as you make your way out of the city and into the mountains!
- Stop in Hope for lunch (own expense)
- Sightseeing through the Fraser and Okanagan Valleys with a stop at Craigallachie – the last spike of the Canadian Pacific Railway
- Check into your overnight accommodations in Revelstoke with free time for dinner or enjoy the hotel pool & hot tub.

### **Day 2: Revelstoke to Banff**

- Breakfast included
- 8:00 am – Depart for Lake Louise with a stop at Rogers Pass
- Stop at the Natural Bridge in Yoho National Park and visit the Emerald Lake
- Visit the Iconic Lake
- Drive to Banff and enjoy a city tour with sights such as Banff Spring Hotel, Bow Falls, the Hoodoos, Surprise Corner and the famous Banff Avenue
- Check into your hotel early evening
- Free time on Banff Avenue with time for dinner (own expense)
- 9:00 pm – Meet your guide to walk back to the hotel as a group. Optional games with your guide this evening

### **Day 3: Banff to Valemount, BC**

- Breakfast in the hotel
- Travel the Icefields Parkway and enjoy a number of sights
- Visit Peyto Lake (weather permitting & seasonal)
- Tour through the Columbia Icefields and option take part in the world renowned SnoCoach tour (included)
- Stop in the town of Jasper
- Check in to your hotel in Valemount
- Enjoy a cowboy ranch experience and BBQ dinner (included)

### **Day 4: Valemount to Vancouver**

- Breakfast in the hotel
- Depart Valemount
- Visit Spahats Falls
- Lunch stop in Clearwater (own expense)
- Return to Horseshoe Bay at approximately 6:30pm for your 7:00 pm ferry



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## NEWS YOU CAN USE

For Immediate Release  
2018CITZ0029-002087  
Oct. 29, 2018

Ministry of Citizens' Services

### **Working together to keep kids safe online**

VICTORIA – As Cyber Security Awareness Month comes to an end, the Province encourages families, teachers and loved ones to continue to check in with young people about staying safe online.

Modern technology means kids have access to endless information and entertainment. They can connect with people around the globe. This abundant access puts them at risk of cyberbullying, exposure to inappropriate material, identity theft, online predators and revealing too much personal information. Online information may seem temporary, but it's often permanent.

"Most of us did not have the kind of technology growing up that our kids have today. Technology is central to their way of life - they play, learn and socialize online," said Minister of Citizens' Services Jinny Sims, whose ministry oversees government information management and technology. "Cyber Security Awareness Month is an opportunity to talk with young people about how they use the internet and what they're doing online in an effort to keep them safe."

Adults are encouraged to speak with children and teens about how to protect their privacy online, such as not sharing their location or passwords and strengthening their privacy settings. Good online practices include knowing followers personally, trusting instincts, being discreet and understanding new features or apps before trying them.

According to the Government of Canada, 35% of Canadian teens say they have seen mean or inappropriate comments about someone they know on social networks, and 33% of teens are Facebook friends with people they have not met in person.

"We have given our children some of the most powerful devices in history with little to no instructions or guidance on how to use them, and it's no wonder they are getting into troublesome situations," said Sam Jingfors, vice-president of Safer Schools Together. "We need to involve ourselves in their digital and social media lives, model healthy behaviour and reinforce important family and community values of empathy, perspective taking, practising kindness and self-regulation. Utilizing age-appropriate technology in moderation, as opposed to strict prohibition, will best prepare a connected generation with the skills and resilience they need to excel going forward."

#### **Quick Facts:**

- According to the Government of Canada:
  - 60% of teens say they would share their passwords with friends.
  - 36% of teens have full or partial public profiles on their social networks.
  - 94% of Canadians use a laptop or desktop computer to access the internet, 74%

use a smartphone and 58% use a tablet.

**Learn More:**

Useful resources to help keep children and youth safe online:

<https://protectkidsonline.ca/app/en/>

and

[www.saferschoolstogether.com](http://www.saferschoolstogether.com)

A comic book illustration to help youth better understand and navigate privacy issues online:

<https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/social-smarts-privacy-the-internet-and-you/>

**Contact:**

Joanne Whittier

Communications Manager

Ministry of Citizens' Services

250 387-0172

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



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## STATEMENT

For Immediate Release  
2018MMHA0061-002201  
Nov. 15, 2018

Ministry of Mental Health and Addictions

### **Minister's statement on representative for children and youth's report on substance use**

Judy Darcy, Minister of Mental Health and Addictions, has issued the following statement in response to the release of the representative for children and youth's (RCY) report, Time to Listen: Youth Voices on Substance Use:

"We thank the representative for children and youth for this report and for the office's continued focus on improving the lives of children and youth in British Columbia. My ministry has been working closely with the Ministry of Health, the Ministry of Children and Family Development, First Nations Health Authority, Métis Nation BC and Indigenous organizations on the development of a comprehensive mental health and substance-use system of care that meets the diverse needs of all youth.

"Youth have been an integral part of our consultation process as we work to develop B.C.'s mental health and addictions strategy, and they will continue to be as we go forward with implementation. The voices of youth from diverse backgrounds will be critical to ensuring that we transform mental health and addictions care in B.C. so it meets their needs.

"We have heard from youth and families about how difficult it is to access information about available services and to navigate a fragmented and confusing system. We recognize the importance of a seamless and co-ordinated system of care where every door is the right door and a single point of access for youth and all British Columbians, connecting them to all available mental health and substance use services.

"We will be looking closely at how young people's needs are being met by the current continuum of care for substance use, from harm reduction through to treatment and recovery and social supports. We will work to fill gaps based on ensuring young people have access to services that are safe, evidence based and help connect them to a pathway to hope.

"With our ministry partners, we are taking a whole of government approach to ensure we address the social determinants that can often contribute to mental health and addictions challenges, including child care, housing and reducing poverty. We know that a consistent, stable and supportive home environment is key to supporting youth through all kinds of challenges, including substance use.

"Educational campaigns to reduce stigma and discrimination related to youth substance use have begun, and they will continue to be an important focus of this government.

"Our government is committed to enhancing foster-parent training materials that deal with substance use by youth, equipping foster parents with the training, tools and knowledge to be able to support youth – through open discussion without judgment.

“The ministries of Mental Health and Addictions, Health, and Children and Family Development will review the report’s recommendations carefully and work with the RCY as we continue to escalate our response to the overdose crisis and improve mental health and addictions care for all youth in our province.”

**Contact:**

Ministry of Mental Health and Addictions  
Communications  
250 208-8438 (media line)

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





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## NEWS RELEASE

For Immediate Release  
2018CFD0098-002206  
Nov. 16, 2018

Ministry of Children and Family Development

### **Children with special needs benefit from CanAssist devices**

VICTORIA – Children with special needs now have more opportunities to play independently and participate more easily in activities with family and friends, as seven unique technologies arrive at child development centres (CDCs) throughout B.C. in November 2018.

CanAssist at the University of Victoria worked with the BC Association for Childhood Development and Intervention and CDC staff to select technologies that would be most useful for children with special needs in these CDC environments.

Innovations include:

- an accessible gaming controller that enables children with limited hand function to use popular video-gaming systems;
- a ball launcher, which allows children who are unable to throw independently to play ball with others and with pets;
- an app designed for children who have difficulty communicating, which provides a way for them to point to pictures on a tablet to clearly indicate their choices;
- a mobile music therapy kit that enables children who are unable to play regular instruments to create music independently or as a group to simulate a “jam session”;
- a device that looks like a small, spinning roulette wheel that helps children indicate choices and learn how to use an accessibility switch — a critical milestone for many kids who have difficulty communicating verbally;
- a remote-control car that can be operated by children who do not have the dexterity to use a similar commercial toy; and
- a robotic grabber that assists children who do not have the ability to pick up and move everyday objects on their own.

“It touches my heart to know that these technologies are helping children learn important skills and support their independence while they participate in fun recreational activities,” said Katrine Conroy, Minister of Children and Family Development. “This kind of innovation helps children join in where previously their disabilities may have limited their participation and inclusion in community. How can that not mean more fun, more learning and more joy for everyone?”

This project, which was supported by a \$1.5-million contribution from the Ministry of Children and Family Development, allowed CanAssist to refine seven prototypes originally developed for individual clients, purchase parts, assemble and test the devices, develop user guides, create instructional videos and a website for the CDCs, and ship the technologies to the centres around B.C.

“This project has been a remarkable opportunity to make innovative technologies available that will benefit children with special needs around the province, whether they are located in rural communities or larger urban centres,” said Robin Syme, executive director, CanAssist.

CanAssist is dedicated to helping people of all ages and from across the disability spectrum improve their quality of life, with a focus on promoting independence and inclusion. As part of this work, the CanAssist team develops innovative technologies and programs to meet needs that are not currently addressed by existing services. CanAssist’s vision — “A society where all people have the opportunity to participate, contribute and reach their full potential” — supports B.C.’s accessibility goals for people with disabilities.

**Quick Facts:**

- Staff at the 32 CDCs selected which technologies would be included in the core suite that each of them receives. In addition, each CDC could choose two “bonus” technologies from the suite of seven.
- As of mid-November 2018, five technologies have been provided. The final two will be delivered early in 2019.

**Learn More:**

To see videos of these technologies, visit: <https://www.canassist.ca/EN/cdc/>

**Contacts:**

Ministry of Children and Family Development	Anne Tolson
Government Communications and Public Engagement	CanAssist at the University of Victoria
250 356-0233	250 721-8730
	250 812-6309

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

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## NEWS YOU CAN USE

For Immediate Release  
2018EDUC0065-002214  
Nov. 18, 2018

Ministry of Education

### **Take advantage of education savings opportunities designed to save money**

VICTORIA – Education Savings Week is from Nov. 18-24, 2018.

Almost 80% of job openings in B.C. over the next decade will require some form of post-secondary education. Some easy ways to plan for the future include:

#### **Receive \$1,200 toward a Registered Retirement Savings Plan (RESP) for children between six and nine years old.**

There are no additional fees or financial contributions needed to receive the \$1,200 B.C. Training and Education Savings Grant through one of 56 banks or financial institutions in Canada. This allows parents and families who cannot currently afford to put money aside to start a RESP. Even the smallest investment can grow over time and make it easier to pursue post-secondary education and training.

#### **Do not be one of the 40% of families who leave this grant unclaimed. Deadlines to apply for the provincial grant are fast approaching:**

- Children born in 2009 have until the day before their 9th birthday to apply.
- Children born in 2010 have until their 9th birthday in 2019 to apply.
- Children born in 2006 also have until Aug. 14th, 2019 to apply.

#### **Receive up to \$2,000 to invest in a RESP**

Eligible families with modest incomes can receive up to \$2,000 for each child's RESP from the Canada Learning Bond. There are no fees and parents can receive this grant without making any additional financial contributions: For more information, visit: <http://Canada.Ca/education-savings>

#### **Have personal RESP contributions matched by the Canadian government**

The Canada Education Savings Grant will match parents' contributions up to a maximum of \$7,200 per child: <http://Canada.Ca/education-savings>

#### **Thinking about upgrading or making a career change?**

Academic courses are now free of charge for all B.C. adult learners: <http://ow.ly/pMEf30ezu6n>

#### **Learn More:**

B.C. Training and Education Savings Grants: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/bc-training-and-education-savings-grant>



## Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin  
Committee Name: **Tribune Bay Outdoor Education Society**  
AGM  
Meeting Location: SD71 offices, Courtenay  
Meeting Time: Oct. 25, 2018 10:00 am

Executive Director Gord Campbell presented the past season report:

### Projects Completed on Facilities

1. Lodge
2. Cistern and Water system upgrades
3. Septic System
4. Skylight cabins/Dorms/Cabanas/Yurts
5. Fireplace Shelter (Heronry) • Site prep done with 'pit run' then finer gravel and finally with earth border landscaping (June & July). • Support blocks added (July). • **Timber Frame skeleton built with Timber Frame Guild, Students from SD69 and SD 71**, over Heronry camp-fire area over Thanksgiving. • Finishing work by Churchill Timberworks on subsequent weeks.

Transportation concepts and trials continue as work with other stakeholders like the Hornby Economic Society, RD, SDs and private businesses to build a bus program for schools, non-profits public and local businesses. This would also help TBOC get their clients back and forth.

Number of participants show an increase by SD71 students while SD69 had reduced usage by our students. Discussion ensued about trying to subsidize the costs if that is a barrier to classes going over.

It is the hope that by increasing usage at the centre for year-round use enough revenue will be generated to help off-set some of our student costs.

Gord Campbell has officially retired from the Centre. It has been a long process in the succession planning as Gord and Allison's are big shoes to fill. The centre will be moving from the 'family' management style to a different model. Presently Alex and Kate Ortwein are serving as business and program managers and are keeping the centre running. A search is currently underway for a new Managing Director Alex and Kate will be part of the management team and will run the centre while the managing director can focus on shifting the centre to a year-round, multi-program facility. It is hoped an Executive Director will be hired by the new year.

On a personal note I want to thank Gord and his family for their unwavering commitment to the Outdoor Centre and all its goals and values. They will certainly be missed.



## Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin  
Committee Name: **Curriculum Implementation Advisory Committee**  
Meeting Location: DRC, Parksville  
Meeting Time: Nov. 19 , 2018 3:45 pm

The Curriculum Advisory Committee spent most of this meeting outlining the parameters and scope of the committee as the committee has been somewhat dormant while the Curriculum Planning Committee met.

Terms of the Curriculum Implementation Advisory Committee as per article F.20 of the Collective Agreement:

There shall be a Curriculum Implementation Advisory Committee struck annually for the purpose of making recommendations to the Board on curriculum implementation matters having regard to the following considerations:

- time requirements;
- professional development needs;
- material requirements;
- funding requirements;
- such other matters as the Committee feels appropriate.

Additional educational matters may be referred to the Committee by agreement of the Association and the Board

### **Curriculum Implementation Advisory Committee, SD #69** **Norms** (Jan 2018)

- We are present for each other and are conscious of the time needed for full participation.
- We listen thoughtfully, stay open-minded and curious seeking to understand, not judge.
- We work in the spirit of collaborative problem-solving, encourage questions and seek creative/innovative thinking.
- We ask why to seek clarification of our assumptions.
- We trust that we are working with all the information in a realistic, focused, open and honest manner.
- We work to create an environment where differing ideas, opinions and perspectives are respected, honoured and encouraged.

Gillian Wilson and Norberta Heinrichs were voted in as co-chairs

#### **Discussion:**

Needs Assessment and how best to approach it--what does it look like and how it relates to upcoming budget discussions. In order to receive as much feedback as possible and to get possible requests in for budget considerations a series of meetings for the CIAC will be coming up in Dec, Jan and Feb.



## Board and Trustee Representative Committee Report

Trustee: Julie Austin  
Representative:  
Committee Name: **BLT Early Years Coalition**  
Meeting Location: Family Place, Parksville  
Meeting Time: Nov. 1, 2018 12:00 pm

### **Mission Statement**

*Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other and with community as it relates to the importance of early learning and successful development for young children.*

Representatives from: Island Health, SD69, SOS, CYMH, BLT,, Community Nutrition, Oceanside Health & Wellness Network(OHWN)

### Discussed:

**Reconciliation Canada** - *"Each person has an important role to play in reconciliation. Reconciliation begins with oneself and then extends into our families, relationships, workplaces and eventually into our communities."*

Upcoming local workshops hosted by VIRL:

What Reconciliation is and What it is Not on Saturday, November 3, 1 – 4pm, Heritage Hall, Island Savings Centre, Duncan

Thursday, November 22, 2 – 4pm, Nanaimo North Library

Friday, November 30, 2 – 4pm, Nanaimo Harbour front Library

Friday, December 14, 1 – 3pm, Courtenay Library

For more information: <http://virl.bc.ca/reconciliation>

**Spooktacular**—Another great year for our small trick-or-treaters. Attendance was down a bit - 250 kids and 200 adults attended this popular event before Halloween.

**Parent Support Services BC** wanted to follow up from last meeting re Parent Support Circles • Parent Support circles would be a weekly meeting sharing the ups and downs of parenting, share ideas, get support o Facilitator not there an expert help people find their expertise --Connect to other programs recommendations, guest speakers.

Breaking into groups we discussed Trauma Informed practice---how best to proceed and what we want to learn more about or go deeper into.

We also discussed building relationships with Community partners---what it looks like and who we reach out to.

It was nice to see a member from **Oceanside Health & Wellness Network(OHWN)** attend this month's meeting. OHWN is a coalition of local stakeholders who have come together to *"To respectfully work together to advance the health and wellbeing of the population of Oceanside. By addressing factors that influence health and other complex issues that would benefit from collaboration, we can speak as one voice on these issues."* To learn more, including the 'determinants of health' visit their RDN site at: <https://www.rdn.bc.ca/oceanside-health-and-wellness-network>



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** French Advisory Committee  
**Meeting Location:** Ecole Oceanside Elementary School  
**Meeting Time:** November 19, 2018

### **Recommendations: Mandate of the Committee:**

- To give advice to the School Board regarding French Programs in the schools
- To support French Immersion
- To provide a forum for discussion
- To coordinate the Provincial, Federal and local services in the District

### **Goals and Composition:**

- To understand French Immersion and French Programs (Fed. And Prov.)
- To discuss pathways to support FI students in school and their transition to work
- To collaborate on projects
- Composition includes PAC, DPAC, Canadian Parents for French (CPF), senior management, teachers, PVP, MATA, and School Trustee. All participants are appointed.

### **School Updates:**

#### Ballenas:

Curriculum changes to Socials and English 11 have opened opportunities to teach about many aspects from many lenses. (Last time I looked there were 18 different options in Socials 11. When I taught there were under 5.)

While getting resources in French, the availability is expanding. Currently, students are studying the history of Francophone communities in B.C. and exploring the future of French in B.C.

There is much interest in Quebec exchange program. We can send five students.

#### EOES:

Have only 1 student on the waiting list for FI

Lots of new teachers and teachers actively attempting to use French (who are not officially in FI).

This has provided an almost complete FI experience.

Climate of the school is positive and collaborative.

SET BC project has provided 10 lap tops with applications in French as well as English.

Planning a Circus Theme for their "carnival like event" this year.

### **Secondary Curriculum Options for next year:**

What is offered is more based on Student and teacher interests. Timetable constraints may limit choices.

Good news is that there are many more options and opportunities.

### **Budget**

Tabled to next meeting. We are currently in compliance with all Federal and Provincial expectations.

### **Discussion of focus for this year:**

Group brainstorm and some refinement but no actual decision. Mentorship, ways to connect, leading to a meaningful and enriching experience is a theme. Further discussion at the next meeting.

### **Upcoming Conference:**

CPF Regional Conference is in Parksville!!

February 1 and 2

Working Group is planning this and more information is available through CPF

### **Next Meeting:**

TBD but in January

No recommendations from this meeting.



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young (Alternate)  
**Committee Name:** Indigenous Advisory  
**Meeting Location:** Indigenous Education Program @ Winchelsea Place  
**Meeting Time:** November 19, 2018

### Introductions:

Laura, Liaison for the Trustees introduced herself. Other members (Donna, Rosie, Loanna, Debbie, Patti and Elaine introduced themselves.

### Calendar:

- Winter Celebration will be WEDNESDAY (not the usual Thursday) December 5 from 5:00 PM to when it ends at the Parkville Community and Conference Centre.
- Monday afternoon Drop-In Programs are open to all and will begin November 26 at approximately 3:00 until around 5:30. This is a space and chance for people to come together. First week will be organizing, and doing some leather work on soft leather or felt. This could lead to making moccasins. Program is at Indigenous Education Program Offices.

### Tripartite Agreement:

- Rosie attended the Provincial Aboriginal Education Meeting on November 7
- The agreement between the Provincial and Federal Governments and FNESC. The key question is "How can we improve Graduation Rates for Indigenous students??"
- Belief that having local education agreements is a good idea. We have an Enhancement Agreement that expires in 2020. Discussion and clarification of how the local education agreements work differently from an Enhancement Agreement. In our area, we have done Enhancement Agreements. It is usually First Nations that will advise school district if they wish to change this or to opt out once more details are available.
- Ministry will be sending a team to help districts who have low Graduation rates. This will be based on Ministry data and selected by the Ministry of Education. We have had past difficulties with poor ministry data. If this district is selected Rosie will consider it a chance to learn how to better support students in our district.

### Staff Report:

- Totally Tuesday is going very well and fully booked. Other times staff is at their schools doing good work. A staff member is off for an extended period and back up is being discussed. Difficult to find the right people.
- Hul'q'umi'num Language Teaching – Carrie is at Bowser and QBES 1.5 days per week and Colleen (who is completing her Masters' in Hul'q'umi'num language) is full time at Springwood, PASS, and NBES.

### Next Meeting:

January 21, 2019 at 10:00 AM



SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Strategic Planning Process</b> (January 24, 2017)</p>	<p>Superintendent</p>	<ul style="list-style-type: none"> <li>• DPAC Consensusgram activity completed by DPAC, Trustees, PVP and school staff.</li> <li>• ThoughtExchange engagement to follow in spring 2018.</li> <li>• ThoughtExchange engagement went 'live' April 25<sup>th</sup> and the first phase closed May 8, 2018</li> <li>• Participants were invited to prioritize the thoughts of others during the upcoming 'Star Phase'</li> <li>• Results are available to trustees and staff for their consideration</li> <li>• Trustees have done an initial review of the District 69 Vision, Mission, Values and Guiding Principles for Decision-making</li> <li>• Secondary students are providing feedback and suggestions on what to keep, what to change, other ideas</li> <li>• Trustees will receive a draft of the 2018-2023 Strategic Priorities in late Fall of 2018 with a recommended version going to the incoming Board prior to year end for adoption</li> </ul>	<p>December 2018</p>
<p><b>Establishment of Performance Assessment Committee</b> (June 24, 2014)</p>	<p>Senior Staff</p>	<ul style="list-style-type: none"> <li>• Questions raised by previous Board in this regard are part of the considerations of the District Assessment, Evaluation and Reporting Committee.</li> <li>• 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.</li> <li>• Board and Senior Staff are being accorded opportunities to inform these conversations.</li> <li>• The District has been chosen to pilot the implementation of the Ministry's Student Reporting Policy Pilot</li> </ul>	<p>Now Underway</p>



Ministry  
of Education

## SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

<small>SCHOOL DISTRICT NUMBER</small> <b>69</b>	<small>NAME OF SCHOOL DISTRICT</small> <b>Qualicum</b>	<small>YEAR</small> <b>2018</b>
<small>OFFICE LOCATION(S)</small> <b>100 Jensen Avenue East</b>		<small>TELEPHONE NUMBER</small> <b>250-248-4241</b>
<small>MAILING ADDRESS</small> <b>PO Box 430</b>		
<small>CITY</small> <b>Parksville</b>	<small>PROVINCE</small> <b>BC</b>	<small>POSTAL CODE</small> <b>V9P 2G5</b>
<small>NAME OF SUPERINTENDENT</small> <b>Rollie Koop</b>		<small>TELEPHONE NUMBER</small> <b>250-954-4687</b>
<small>NAME OF SECRETARY TREASURER</small> <b>Ron Amos</b>		<small>TELEPHONE NUMBER</small> <b>250-954-4675</b>

**DECLARATION AND SIGNATURES**

*We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended*  
**June 30, 2018**

*for School District No. 69 as required under Section 2 of the Financial Information Act.*

<small>SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SUPERINTENDENT</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SECRETARY TREASURER</small>	<small>DATE SIGNED</small>

## Statement of Financial Information for Year Ended June 30, 2018

### Financial Information Act-Submission Checklist

- |   | <i>Due Date</i>     |
|---|---------------------|
| a) <input type="checkbox"/> A statement of assets and liabilities (audited financial statements).   | <i>September 30</i> |
| b) <input type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)   | <i>September 30</i> |
| c) <input type="checkbox"/> A schedule of debts (audited financial statements).   | <i>September 30</i> |
| d) <input type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).   | <i>September 30</i> |
| e) A schedule of remuneration and expenses, including:  | <i>December 31</i>  |
| <input type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required. |                     |
| <input type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member   |                     |
| <input type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required   |                     |
| f) <input type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.  | <i>December 31</i>  |
| g) <input type="checkbox"/> Approval of Statement of Financial Information.   | <i>December 31</i>  |
| h) <input type="checkbox"/> A management report approved by the Chief Financial Officer   | <i>December 31</i>  |

School District Number & Name

School District No. 69 (Qualicum)

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

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Documents are arranged in the following order:

1. Management Report
2. Audited Financial Statements with Note Disclosure
3. Schedule of Debt (Schedule 1)
4. Schedule of Guarantee and Indemnity Agreements (Schedule 2)
5. Schedule of Remuneration and Expenses (Schedule 3)
6. Statement of Severance Agreements (Schedule 4)
7. Schedule of Payments for Goods and Services (Schedule 5)
8. Comparison of Scheduled Payments to Audited Financial Statements (Schedule 6)

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**MANAGEMENT REPORT**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, McGorman MacLean, Chartered Accountants, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District

---

Rollie Koop, Superintendent

Date:

---

Ron Amos, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 1 - SCHEDULE OF DEBT**

Information on all long term debt is included in the School District Audited Financial Statements.

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 2 - SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS**

School District No. 69 (Qualicum) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

**ELECTED OFFICIALS**

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Austin, Julie	\$ 15,155.02	\$ 1,512.09
Flynn, Eve M.	16,784.41	1,911.54
Gair, Jacob	14,217.66	650.57
Kurland, Barry	13,986.96	3,113.70
Young, Elaine	13,986.96	487.72
 TOTAL ELECTED OFFICIALS	 <u>\$ 74,131.01</u>	 <u>\$ 7,675.62</u>



**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Abel, Jaret	\$ 89,214.97	
Amos, Ronald	139,363.91	1,315.81
Ayers, Byron	81,478.10	
Barber, Donald	80,754.45	125.00
Bauder, Aynslee	87,100.94	
Baynton, Catherine	81,140.74	
Bell, Ronda	110,546.87	8,608.50
Bellwood, Kimberly	81,145.41	
Bergink, Francine	141,854.47	
Bevilacqua, Barry	82,091.55	
Bold, Donald	119,510.00	3,127.78
Bonnor, Laura	88,539.97	
Boudrot, Sara	80,802.62	
Bradbury, Monica	88,282.69	
Bravo, Elia	80,764.28	
Britz, Daryl	81,467.79	
Brown, Jill	79,905.70	
Burger, Elizabeth	81,468.00	
Campbell, Douglas	89,225.97	
Campbell, Rick	88,560.87	
Carmichael, Darin	88,007.36	753.00
Cathrine, Patricia	100,581.39	
Cave, Shelly	89,560.17	
Charnock, Gaynor	89,225.95	
Cleveland, Barbara	88,634.92	
Comer, Deborah	86,536.60	
Confortin, Shannon	89,225.63	
Conn, Jeremy	87,200.60	
Craig, Patricia	81,498.94	
Craven, Dan	81,478.08	
Crossley, Anne	88,888.63	
Dauidsen, Bradley	86,950.63	
Dawley, Marsha	118,835.00	
De Buysscher, Debbie	88,551.35	

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Dempster, Christen	\$ 106,331.50	\$ 7,496.54
Desrosiers, Robert	76,314.77	
Diewold, Jeannette	89,214.97	
Dinning, Robert	81,626.97	
Dodd, Gordon	89,225.93	
Dorsay, Stephen	89,225.71	
Dragani, Erica	89,155.14	
Elliott, Victoria	76,111.74	
Fletcher, Carmen	81,135.20	
Flynn, Dallas	79,978.61	
Flynn, Gwendolyn	118,835.00	350.00
Forster, Troy J	75,941.26	830.00
Frampton, Carrie	89,214.97	3,432.48
Frampton, David	110,418.38	
Fraser, David	81,478.93	
Friesen, Yakov	89,838.58	35.79
Frisson, Francine	104,393.03	1,570.96
Frost, Richard	77,749.58	6,903.15
Gibbs, Robert	87,200.60	89.10
Graff, Terry	89,473.53	
Gunn, Tandy	118,160.00	200.00
Harwijne, Keith	81,478.08	
Heinrichs, Norberta	88,550.99	
Henschel, Cody	92,183.74	1,855.73
Holman, Mindy	81,231.39	
Huggins, Shauna	89,680.90	
Hung, Ryan	101,158.72	1,149.75
Hunter, Tracy	89,085.73	
Isenor, Kristofor	78,301.09	
Janssen, Deirdre	89,225.97	
Jedlik, Martin	79,077.73	586.94
Johnsen, Corby	86,256.04	
Katchur, Karen	88,551.23	
Kellas, Brent	81,140.74	138.24

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Kenny, Michael	\$ 89,226.01	
Kent, Theresa	81,653.42	
Klassen, Dennis	89,021.67	
Knight, Jane	81,662.59	
Koelewyn, Rudy	75,073.26	200.00
Koop, Roland	171,407.83	2,351.18
Kortas, Helena	80,793.00	
Kozielecki, Susan	78,150.96	3,168.00
LaCouvee, Lesley	110,158.84	986.44
Langenmaier, Konrad	76,191.47	
Lapper, Jayne	88,888.63	
Lawrence, Karen	88,041.42	
Lewis, Greg	88,259.40	
Lukianchuk, Paul	88,877.47	
Lunny, Jennifer	89,217.35	940.78
MacVicar, Dave	79,392.96	
Marshall, Lori	125,491.95	
McCallum, Leslie	80,572.76	
McConachie, Brenda	88,965.68	
McKee, Kevin	118,352.43	1,394.16
McKee, Sherri	80,803.32	
McKinnon-Sanderson, Corleen	105,053.63	399.94
McLatchie, William	81,468.00	
McLaughlin, Barbara	88,877.47	813.58
McLeod-Shannon, Rosie	110,906.58	
McMillen, Kevin	80,803.61	
McMullin, Aase	87,200.60	544.63
McNabb, Mary	81,477.75	
Meier, Jolin	89,225.35	
Meredith, Gregory	89,362.15	
Mihoc, Maria	81,468.00	
Mitchell, Bathsheba	76,479.85	
Morgan, Michelle	89,214.97	
Morrison, Sheila	119,510.00	

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Morrison, Tarri	\$ 86,661.87	\$ 479.80
Mostad, Karen	89,226.01	1,776.07
Murray, Lynne	81,468.00	
Myhre, Carol	88,920.27	
Nailor, Graeme	89,225.97	
Ndiaye, Djimith	80,805.39	
Nikula, Brian	108,864.23	
Nikula, Jessica	88,539.97	
Nowak, Tobias	81,087.23	
Ouellet, Luc	89,214.97	579.99
Pearce, Anne	88,247.71	
Pearce, James	89,225.87	
Pedersen-Skene, Lisa	101,256.39	291.20
Pelletier, Monique	81,665.23	
Pepper, Deanna	81,228.65	
Pepper, Ross	118,835.00	8,944.13
Philip, Carrie	78,082.55	
Pickard, Jennifer	81,130.50	
Pintal, Daniel	81,478.12	
Preston, Jonathan	81,056.43	
Preston, Sophie	89,163.58	87.29
Price, Elizabeth	81,478.08	
Proctor, Janis	89,207.82	
Provencher, Jean-Francois	88,704.23	
Rasa, Lilian	87,211.38	
Raviglione, Manuela	88,888.61	
Reynolds, Jane	110,231.58	1,436.97
Rhode, Patrick	89,005.19	
Richman, Bruce	88,888.23	
Rogers, Greg	80,768.31	
Rowan, Lesley	110,906.58	953.88
Saremba, Anthony	119,510.00	200.00
Saremba, Eileen	85,884.62	
Savage, Carl	81,477.94	617.25

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Savage, Gary	\$ 88,888.59	
Schulz, Jacquelyn	89,214.97	
Seidel, Edward	88,856.87	
Shepherd, JoAnne	131,491.57	11,646.17
Slaughter, Keli	86,953.17	
Snyder, Darren	79,296.31	
Spencer, Tevis	79,951.67	
Spencer-Dahl, Denise	82,894.59	
Spray, Bryan	88,551.27	
Stahley, Stephen	94,563.91	776.78
Standing, Kathryn	88,263.60	
Stefanek, Larry	89,007.85	
Stefanek, Ruth	80,565.52	
Stepp, Lisa	86,874.00	
Stewart, Judith	89,214.97	
Sullivan, Deanna	87,211.00	
Tanner, Amber	84,322.63	
Taylor, Autumn	100,618.89	422.19
Terpstra, Rudolph	126,166.95	2,283.86
Thirlwell, Mandy	81,468.00	16.52
Thomas, Judy	88,891.39	
Tickell, Karen	88,888.33	
Tomiyama, Kazuo	88,551.21	
Verheijen, Sandra	88,471.58	
Vollmers, Shayne	82,092.10	100.75
Waters, Jodi	81,478.62	
Waters, Jon	80,803.50	
Willers, Bonnie	78,093.08	
Williams, John	119,510.00	18.00
Williams, Kathryn	80,803.32	
Wilson, Bradley	89,225.97	
Wilson, Gillian D	135,129.13	3,114.79
Wilson, Kimberley	81,308.98	
Wilson, Reid	97,841.32	

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE**

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Remuneration</u>	<u>Expenses</u>
Witte, Jesse	\$ 119,510.00	\$ 229.43
Woods, Linette	80,544.16	
Woods, Matthew	88,830.16	
Worthen, Brian	105,068.03	183.26
Worthen, Kati	88,539.97	
Wyker, Jacob (Jim)	76,572.91	
	<hr/>	
TOTAL DETAILED EMPLOYEES > 75,000	\$ 15,998,668.28	\$ 83,525.81
TOTAL EMPLOYEES <= 75,000	19,954,091.20	86,986.86
	<hr/>	
TOTAL EMPLOYEES OTHER THAN ELECTED OFFICIALS	\$ 35,952,759.48	\$ 170,512.67
CONSOLIDATED TOTAL	36,026,890.49	178,188.29
	<hr/>	
CONSOLIDATED TOTAL, REMUNERATION AND EXPENSES PAID	<u>\$ 36,205,078.78</u>	
EMPLOYER PORTION FOR EMPLOYMENT INSURANCE CONTRIBUTIONS AND CANADA PENSION PLAN		<u>\$ 1,858,516.75</u>

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 4 - STATEMENT OF SEVERANCE AGREEMENTS**

There were no severance agreements made between School District No. 69 (Qualicum) and its non-unionized employees during fiscal year 2017-18.

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES**

DETAILED VENDORS > 25,000

<u>Vendor Name</u>	<u>Expenses</u>
1071095 BC LTD	\$ 59,347.97
ACME SUPPLIES LTD.	89,577.72
ALKINS PROJECT SERVICES INC	29,814.48
ALPHA ROOFING & CLADDING INC.	483,739.76
ANDREW SHERET LIMITED	70,545.00
APPLE CANADA INC. C3120	57,870.40
ARI FINANCIAL SERVICES T46163	45,683.30
AT WORLD CO., LTD.	26,700.00
B.C. HYDRO & POWER AUTHORITY	503,370.60
B.C.T.F.	306,593.60
BCSTA	43,292.95
BEST BUY CANADA LTD	89,725.44
CALIBER SPORT SYSTEMS	52,416.00
CANADIAN UNION OF PUBLIC EMPLOYEES	35,872.53
CITY OF PARKSVILLE	89,817.79
DISCOVER CANADA TOURS	42,328.00
E.B. HORSMAN & SON	105,011.90
FIRST TRUCK CENTRE	714,033.40
FORTISBC	228,983.26
FRONTIERPC.COM	112,537.31
GRAND & TOY LIMITED	88,645.76
GUARD.ME INTERNATIONAL INSURANCE	71,942.20
GUNNAR G. NORRGARD	25,327.02
HAKAI ENERGY SOLUTIONS	56,849.38
HARBOUR CITY EQUIPMENT LTD.	38,337.58
HAYLOCK BROS. PAVING LTD.	79,794.92
INSIGHT CANADA INC.	71,380.27
JONATHAN MORGAN & COMPANY LTD.	293,773.15
KEV SOFTWARE INC.	31,310.27
LENOVO (CANADA) INC.	30,662.06
LORDCO AUTO PARTS	44,186.31
M.A.T.A.	58,161.28
MADILL - THE OFFICE COMPANY	27,119.42
MCGORMAN MACLEAN	25,725.00



MCGREGOR & THOMPSON HARDWARE LTD.

33,618.71

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES**

DETAILED VENDORS > 25,000

<u>Vendor Name</u>	<u>Expenses</u>
MID ISLAND CONSUMER SERV. CO-OP	\$ 226,509.56
MIKE'S COMPUTER SHOP	117,867.13
MINISTER OF FINANCE, MEDICAL	359,865.75
MINISTRY OF FINANCE	105,947.13
MORNEAU SHEPELL	35,387.59
MUNICIPAL PENSION PLAN	963,040.99
OCEANSIDE BUILDING LEARNING	160,904.99
PACIFIC BLUE CROSS	992,546.41
POWERSCHOOL CANADA ULC	39,709.99
PUBLIC EDUCATION BENEFITS TRUST	417,430.02
QDPVPA-PERSONAL PROFESSIONAL DEV	47,500.00
RAYLEC POWER LP	235,493.96
RICOH CANADA INC.	62,829.35
STUDICA LIMITED	40,792.50
SUN COAST WASTE SERVICES	41,605.33
SUPER SAVE PROPANE	27,104.05
TEACHERS' PENSION PLAN	3,149,998.12
TELUS COMMUNICATIONS INC.	50,188.46
TELUS MOBILITY CELLULAR INC.	36,995.86
THE GREAT-WEST LIFE ASSURANCE CO.	106,980.67
TOWN OF QUALICUM BEACH	31,112.00
UNITED FLOORS	62,830.87
VANCOUVER ISLAND UNIVERSITY	162,737.50
WINDSOR PLYWOOD	29,082.74
WORKSAFEBBC	282,994.92
	<hr/>
TOTAL DETAILED VENDORS > 25,000	\$ 11,951,550.63
TOTAL VENDORS <= 25,000	<hr/> 3,460,058.18
TOTAL PAYMENTS FOR GOODS AND SERVICES	<hr/> <hr/> \$ 15,411,608.81

**School District  
Statement of Financial Information (SOFI)**

**School District No. 69 (Qualicum)**

**Fiscal Year Ended June 30, 2018**

**COMPARISON OF SCHEDULED PAYMENTS TO AUDITED FINANCIAL STATEMENT EXPENDITURES**

**SCHEDULED PAYMENTS**

Schedule of Remuneration and Expenses		
Remuneration	\$	36,026,890
Employee Expenses		178,188
Employer Portion of EI and Canada Pension Plan		<u>1,858,517</u>
Total Schedule of Remuneration and Expenses	\$	38,063,596
Schedule of Payment for Goods and Services		<u>15,411,609</u>

**CONSOLIDATED TOTAL OF SCHEDULED PAYMENTS** \$ 53,475,204

**FINANCIAL STATEMENT EXPENDITURES**

Operating Fund Expenditures	\$	45,709,457
Special Purpose Fund Expenditures		5,229,940
Capital Fund Expenditures		<u>3,270,546</u>

**CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES** \$ 54,209,943

**DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND FINANCIAL STATEMENT EXPENDITURES** -\$ 734,739

**EXPLANATION OF DIFFERENCES**

The schedule of payments for the provision of goods and services differs from the financial statements in the following ways:

- 100% of GST paid to suppliers is included, whereas the financial statement expenditures are net of the GST rebate
- Third party recoveries of expenses from PAC and school fundraising activities may not all be adjusted for in the schedules
- Employee benefits may be duplicated in the schedule of payments where also reported in employee remuneration
- Travel expenses that are paid directly to suppliers may be duplicated in employee expenses
- Other miscellaneous cost recoveries that may not have been deducted from the scheduled payments

The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the schedule of remuneration and expenses, and accounts payable balances that are not reflected in the schedule of payment for the provision of goods and services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.



**Ron Amos, Secretary-Treasurer**

## Memo

**Date:** November 27, 2018  
**To:** Board of Education  
**cc:** Gillian Wilson, Assistant Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** Trustee Remuneration and Canada Revenue Agency changes

### **Background/Rationale:**

For 2019 and subsequent years, the Federal Government has announced changes to the income tax treatment for the expense allowance portion of trustee remuneration. The current income tax treatment is that one-third of trustee remuneration is not taxable because it is considered an expense allowance. In the future, this one-third portion will be taxable.

Other School District jurisdictions recognizing the tax consequences to the net paid remuneration have increased remuneration to offset the increased tax amount. The annual increased cost will be approximately \$1,000 per trustee.

Board Bylaw 2 (Board Structure) which deals with Trustee remuneration and expenses anticipates these types of changes and supports a mechanism whereby review can be done with each new Board to establish a fair remuneration, presently set as the Provincial average as established by BCSTA.

### **Recommendation:**

**THAT** the Board of Education of School District No. 69 (Qualicum) increase trustee remuneration by \$1,000 effective January 1, 2019 to offset the impact of the income tax change.



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

Page 1 of 4

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

Page 2 of 4

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)**

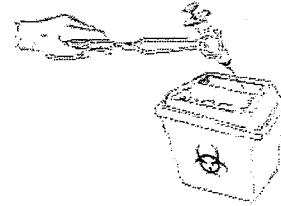
**ADMINISTRATIVE PROCEDURE**

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

Page 2 of 2

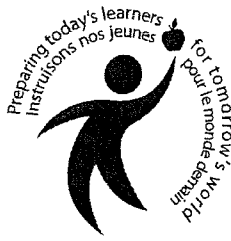
A Bio-Hazardous Materials Kit includes:

- 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.

DRAFT



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

**Policy**

For the purpose of this document, **Common Medical Conditions** include: anaphylaxis, asthma, diabetes, and epilepsy.

The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:

- Supporting students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being
- Empowering students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
- Supporting parents/guardians to feel confident that their child is safe at school and during school related activities, and has the same opportunities as other students to fully access the education system
- Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
- Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
- Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency

**References:**

- *Administrative Procedure: Student Health – Common Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

#### DEFINITIONS

**Anaphylaxis** – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

**Asthma** – is a chronic, inflammatory disease of the airways in the lungs.

**Diabetes** – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

**Epilepsy** – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

**Health Care Professional** – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

**Health Care Provider** – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

**Medical Emergency** – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

**Medical Incident** – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

**School** – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

**School staff** – all school staff, including occasional staff.

**Self-Management** – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of their ability to confidently and independently manage their medical condition(s). The students' journey to reach their full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.

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#### ROLES AND RESPONSIBILITIES

##### Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self-management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

##### Students with Common Medical Conditions

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.

Students are required to:

- Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review their Plan of Care as appropriate
- Carry-out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g. carry their medication and medical supplies; follow

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- school board policies on disposal of medication and medical supplies)
- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with their parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school
- Wear medical alert identification that they and /or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

#### **School Staff**

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on **common** medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, **common** school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with **common** medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with **common** medical conditions to participate in school to their full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with **Common Medical Conditions**, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

#### **Principal or Designate**

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the

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Principal or designate.

This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
  - ii. each year during the first week of school
  - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a **common** medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
  - Maintain a file with the Plan of Care and supporting documentation for each student with a **common** medical condition
  - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
  - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
  - Encourage the identification of staff who can support the daily or routine management needs of students in the school with **common** medical conditions, while honouring the provisions within their collective agreements
  - Maintain appropriate storage of medications or medical devices for students with **common** medical conditions
  - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
  - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
  - Ensure, with consent, an updated photo with key emergency information is available to staff
  - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
  - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
  - Maintain a list of school personnel who have received training
  - Promote supportive learning environments recognizing the need for an accepting social climate for students with **common** medical conditions

#### **Superintendent of Schools or Designate**

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with **common** medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

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The Superintendent or designate is expected to:

- Make available training and resources on **common** medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and **common** school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with **common** medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a **common** medical condition

#### PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a **common** medical condition.

The Plan of Care for a student with a **common** medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a **common** medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with **common** medical conditions and, as appropriate, others who are in direct contact with students with **common** medical conditions (e.g. food service providers, transportation providers, volunteers).

#### COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

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At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:

Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.

**FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT**

**Anaphylaxis Risk Reduction**

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

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All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in their Plan of Care.

#### **RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES**

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they will direct further needs with, when necessary, the assistance of the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

#### **Supervision and/or Administration of Medication to Children**

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

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Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have their medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking measures are in place, understood by all parties, and maintained;
- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be aware of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

#### **AWARENESS TRAINING/RESOURCES**

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency

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- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

#### REPORTING/DOCUMENTATION

For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

#### LIABILITY

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common law**, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

- (2) Subsection (1) applies to,
- ...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

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APPENDICES: FORMS

**References:**

- *Board Policy 8005: Student Health – **Common** Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

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