

## REGULAR BOARD MEETING AGENDA

TUESDAY, MAY 28, 2019

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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**1. CALL TO ORDER AND INTRODUCTIONS**

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

**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: April 23, 2019  | p 1-9   |
| b. | Approval of the Special Budget Board Meeting Minutes: April 16, 2019                                       | p 10-12 |
| c. | Ratification of In Camera Board Meeting Minutes: April 16, 2019  | p 13    |
| d. | Ratification of Special In Camera Board Meeting Minutes: April 4, 2019                                     | p 14    |
| e. | Ratification of Special In Camera Board Meeting Minutes: April 16, 2019                                    | p 15    |
| f. | Ratification of In Camera Board Meeting Minutes: April 30, 2019  | p 16    |
| g. | Approval in principle for Ballenas Secondary School student field trip to Europe during Spring Break 2021. | p 17-23 |
| h. | Receipt of Ministry News   |         |
|    | • British Columbians benefit from increased access to French resources in libraries                        | p 24-28 |
|    | • Creating opportunities for kids to thrive through power of sport   | p 29-30 |
|    | • B.C. students' success to be showcased to the world at conference  | p 31    |
|    | • More students supported by SOGI-inclusive education  | p 32-35 |
|    | • Premier's statement on International Day Against Homophobia, Transphobia, Biphobia                       | p 36    |
|    | • New funding provides students opportunities to train for STEM careers                                    | p 37-38 |
| i. | Status of Action Items – May 2019  | p 39    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 28, 2019, as presented (*or, as amended*).

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

**6. BUSINESS ARISING FROM THE MINUTES**

**7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

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8. **CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**
9. **DISTRICT PARENTS ADVISORY COUNCIL**
10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
11. **ACTION ITEMS**
- a. **2019/20 School Fees** (Gillian Wilson) p 40-41  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2019/20 School Fees as presented.
- b. **2019-20 Annual Facility Grant Spending Plan** (Ron Amos) p 42-44  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) receive the Annual Facility Grant spending plan for 2018-19 as presented.
- c. **Board/Authority Authorized Course** (Gillian Wilson) p 45-50  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Power Mechanics 11*.
12. **INFORMATION ITEMS**
- a. **Educational Programs Update** (Gillian Wilson)
- b. **Education Planning Update** (Keven Elder)
- c. **2018 Carbon Neutral Action Report (CNAR)** (Ron Amos) p 51-52
13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) p 53
- a. **School Calendar Adjustment**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) adjust the previously approved 2019/20 School Calendar to reschedule the Conferencing Day of December 20, 2019 to May 1, 2020.
14. **POLICY COMMITTEE REPORT** (Trustee Young)
- a. **Board Policy 5003 (Previously 5056): Acceptable Use of Technology** p 54-59  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to renumber and adopt the revisions to Board Policy 5003: *Acceptable Use of Technology* and its attendant Administrative Procedure at its Regular Board Meeting of May 28, 2019.
- b. **Board Policy 5004 (Previously 5070): Student Placement** p 60-61  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to renumber and adopt the revisions to Board Policy 5004: *Student Placement* at its Regular Board Meeting of May 28, 2019.

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- c. Board Policy 8004: Health & Safety in the Workplace** p 62-69  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 5004: *Health & Safety in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of May 28, 2019.
- 15. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- a. BC School Trustees Association Annual General Meeting** (Trustee Young) p 70-71
- 16. TRUSTEE ITEMS**
- a. French Advisory Committee** (Trustee Young) verbal
- b. Capital Planning Committee** (Trustee Austin) p 72  
*Recommendations:*  
**THAT** the Board of Education of School District 69 (Qualicum) begin a process to determine its support by October 31, 2019 for the placement of modular buildings on school district property for educational purposes.
- THAT** the Board of Education of School District 69 (Qualicum) support the placement of modular buildings on school district property for daycare purposes.
- THAT** the Board of Education of School District 69 (Qualicum) request staff report back to the Board on options regarding the use of operational savings from utility expenses to establish a capital reserve fund that would be used to support ongoing energy savings projects such as boiler replacements and solar projects.
- 17. NEW OR UNFINISHED BUSINESS**
- 18. BOARD CORRESPONDENCE AND MEDIA**
- a. Letter to Regional District of Nanaimo Board of Directors** p 73
- 19. PUBLIC QUESTION PERIOD**
- 20. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, APRIL 23, 2019

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Elaine Young	Trustee
Barry Kurland	Trustee

**Administration**

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Chris Dempster	General Manager of Operations
John Williams	Principal, Qualicum Beach Elementary School Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

**Education Partners**

Mount Arrowsmith Teachers' Association (MATA)

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

Chair Flynn then advised that April 22 – 26 is Education Week and that April 28th is the Workers'/National Day of Mourning to honour workers injured or lost in the workplace and renew commitment to health and safety.

**3. ADOPTION OF THE AGENDA**

**19-30R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY



#### 4. APPROVAL OF THE CONSENT AGENDA

Item e: Approval in principle for an elementary student trip to Hong Kong, China from March 14 to 28, 2020, was removed from the consent agenda and placed under *Action Items*.

- a. Approval of Regular Board Meeting Minutes: March 12, 2019
- b. Ratification of In Camera Board Meeting Minutes: March 12, 2019
- c. Approval in Principle for a Kwalikum Secondary School student trip to Switzerland, Italy, Monaco, France and Spain during Spring Break 2020
- d. Final approval for Kwalikum Secondary School Student Field Trip to Canadian National Music Festival in Ottawa, Ontario, May 13 to 19, 2019
- e. Receipt of Ministry News
  - Funding provides thousands of students with new playgrounds
  - Education awards nomination deadline extended
  - Government supports access to free menstrual products for students, people in need
  - Students benefit from a day focused on financial literacy
- f. Receipt of Reports from Board Representatives to Outside Organizations
  - French Language Advisory Committee – Trustee Young
  - Indigenous Education Services Committee – Trustee Young
  - Tribune Bay Outdoor Education Centre Society/Governing Committee – Trustee Austin

#### 19-31R

*Moved:* Trustee Young

*Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 23, 2019 as amended.

CARRIED UNANIMOUSLY

#### 5. DELEGATIONS AND PRESENTATIONS

None

#### 6. BUSINESS ARISING FROM THE MINUTES

##### a. Availability of Free Feminine Hygiene Products in Schools

Associate Superintendent Wilson advised that, further to a Board request in March and the recent ministerial order to amend the *Support Services for Schools Order* to provide feminine hygiene products in schools, she has been in conversation with the General Manager of Operations on how best to create the environment to provide those products in schools. The topic will also be discussed with a group of students on how to address some of the concerns raised during budget discussions about student washrooms.

#### 7. TRUSTEE HIGHLIGHTS

##### Trustee Godfrey

- Attended a viewing of the Witness Blanket Documentary which was presented with dignity, respect and compassion. A shorter version is being considered to present to all students next year.

**Trustee Young**

- Also attended the showing of the Witness Blanket and hopes to visit Winnipeg to view the actual Witness Blanket.
- The first Education Committee of the Whole Meeting was held earlier in the day and she encouraged staff, parents and students to attend as it is a good way to learn about the various programs and supports being provided to students of all ages.

**Trustee Kurland**

- Has been attending the teacher bargaining sessions and admired the congeniality and professionalism exhibited by all the members at the table.
- Noted that the topic of feminine hygiene products was part of a larger issue of women in the workplace and the lack of access to proper working materials be it equipment or protective gear.

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

Deb Comer, President, commented on the following:

- Acknowledged both of Trustee Kurland's previous comments and noted that she has found bargaining to be a great experience so far.
- The second In-District Professional Development Day was held on April 18<sup>th</sup> with a focus on Ecological Education and many school groups collaborating back at their school sites in the afternoon.
- Recognition of her former students in the local newspaper - two who had the opportunity to go to Ottawa for the reading of the Federal Budget in March and two student who have the potential to travel to Toronto for the Special Olympics 2019 Invitational Youth Games.
- Noted that it is now the time for government to increase the operational budget to districts in order to support students' intellectual, social/emotional, and creative development. She requested that the Board put pressure on the government to reconsider its funding model review and acknowledge that the percentage of funds that go into education is not comparable to that of other provinces.

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

No Report

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

No Report

**11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD****12. ACTION ITEMS****a. Approval for a Ballenas Secondary School student trip to Toronto for the Special Olympics 2019 Invitational Youth Games May 2019**

Associate Superintendent Wilson advised that two district students have been invited to Toronto to represent the District and the teachers who will be travelling with them have supported those students in qualifying to attend. Since the timeline was shorter between when the students were accepted to participate and the date of travel, Trustees were asked to approve the trip outside of the normal process as outlined in Board policy.

**19-32R**

*Moved:* Trustee Kurland      *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) approve the Ballenas Secondary School student trip to Toronto to attend the Special Olympics 2019 Invitational Youth Games from May 13 to 17, 2019.

CARRIED UNANIMOUSLY

**b. Approval in Principle for an Elementary Student trip to Hong Kong, China from March 14 to 28, 2020.**

John Williams, Principal of Qualicum Beach Elementary and Tony Saremba, Principal of Springwood Elementary, provided trustees with the background to the trip which has been an amazing cultural experience for students in the past.

**19-33R**

*Moved:* Trustee Young      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve in principle an elementary school student trip to Hong Kong, China from March 14 to 28, 2020.

CARRIED UNANIMOUSLY

**b. Capital Plan Bylaw No. 2019/20-CPSD69-01**

Secretary Treasurer Amos advised that the bylaw being presented relates to the District's annual capital budget that is submitted to the ministry in June each year. The projects are reviewed by the ministry over the summer and the money for the projects is released in the fall. He then reviewed the proposed projects which totaled \$1,311,445.

**19-34R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**19-35R**

*Moved:* Trustee Young      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**19-36R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**19-37R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2019/20-CPSD69-01 at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**c. 2019/20 Budget Presentation**

Secretary Treasurer Amos then reviewed the new budget process undertaken which included meetings with stakeholders, staff and student to identify their budget requests in relation to the district's strategic priorities. Those items identified were then prioritized and compared to what is currently being provided in the district, confirming support for those initiatives and then focusing on the common themes identified. This determined the items being brought forward for board support. When those items were compared to the funding grant, the District was short; however, the Board had approved the use of surplus funds to make up the \$85,746 difference.

**i. 2019/20 Annual Budget Bylaw**

**19-38R**

*Moved:* Trustee Godfrey *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District No. 69 (Qualicum) give all three readings to approve the Annual Budget Bylaw for the 2019/20 fiscal year at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**19-39R**

*Moved:* Trustee Godfrey *Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

CARRIED UNANIMOUSLY

**19-40R**

*Moved:* Trustee Godfrey *Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

CARRIED UNANIMOUSLY

**19-41R**

*Moved:* Trustee Godfrey *Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$57,911,281 for the 2019/20 fiscal year.

CARRIED UNANIMOUSLY

**ii. Designated Bus and Driver for District Use**

Trustees discussed one of the items identified during the budget process, which was to have a designated bus for specialty programs, athletic teams and other extra-curricular student trips. The board requested that staff research and undertake an analysis into the issue to identify opportunities and implications of having a designated bus and driver.

The information will then be forwarded to the May meeting of the Education Committee of the Whole for discussion and a recommendation could then be brought forward from the committee to the board at its regular board meeting in June.

**19-42R**

*Moved:* Trustee Austin      *Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) request staff to explore the concept of a dedicated bus and driver for extracurricular, innovative and flexible programming and provide a report back to the June Board Meeting.

CARRIED UNANIMOUSLY

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

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

- First meeting of the Education Committee of the Whole was held on April 16th. She and the Committee Chair, Trustee Godfrey will be planning the next two agendas and identifying the process for submitting a report with any recommendations to the board at its regular board meetings.
- Trauma Informed Sessions began the week of April 22<sup>nd</sup> to 26<sup>th</sup>. The Train the Trainer model has already been held and that group collaborated on Friday, April 19<sup>th</sup> to determine the outline for the week.
- Teachers have been provided with the book *Onward: Cultivating Emotional Resilience in Educators*. She thanked the Board for the addition of the 1.5 FTE to support teachers who work with complex needs of students.
- The 1<sup>st</sup> round of teacher postings will go out on April 25<sup>th</sup>.
- The 2<sup>nd</sup> Grade 7 Health and Wellness Conference will be held on Tuesday, April 30<sup>th</sup> at the Parksville Community and Conference Centre.
- The White Hatter (Brandon Laur of Personal Protection Systems) will be a guest speaker at the Health and Wellness conference and a public presentation is scheduled for Monday, April 29<sup>th</sup> at Springwood Elementary School.
- A second consultation process is being undertaken to change a date on the district calendar originally required to be submitted to the ministry by March 31<sup>st</sup>. Due to requests from staff, it is being suggested to move one of the conferencing dates from December 20<sup>th</sup> to May 1<sup>st</sup>. Notification of the proposed change will be sent out to parents in the near future after which a recommendation will come to the Board to alter the 2019/20 school calendar.

**b. Education Planning Update**

Interim Superintendent Elder reported on the following activities taking place in the area of education planning:

- Appreciation to the Board for its expansive budget process and for passing the budget which will assist leadership staff in organizing district staffing for the upcoming school year.
- Appreciation to the Board for implementing the Education Committee and he will continue to advise the Board to create Operations and a Finance standing committees of the Board. He encouraged members of staff and the public to attend the Education Committee as a good place to be informed about the many educational supports in the district.
- Appreciation as well to the Board, MATA and CUPE bargaining teams who are working in a spirit of engagement, collaboration and respect.
- Through the leadership of the Association Superintendent Wilson, he is also taking part in conversations at the school levels to review the

Enhancing Student Learning Plans. To support and honour the planning that goes on at the school level is worthwhile work.

**c. BC Tripartite Education Agreement (BCTEA)**

**i. Consideration of Local Education Agreement**

Interim Superintendent Elder spoke to his briefing note regarding government's expectation that all districts enter into a local education agreement. He stated that the response of this Board will be that it is not the district's to develop but the district's to develop with local First Nations at their request. He has been in conversation with the local First Nations and they have reaffirmed that there is no interest in having a Local Education Agreement and funding through the province is the desirable option rather than having funding flow through the First Nations to the District.

**ii. First Nations Transportation Plan**

Secretary Treasurer Amos spoke to his briefing note, stating that where the district does desire additional funding is in the area of transportation to support First Nations students living on reserves to travel to and from school. In collaboration with the Qualicum and Nanoose First Nations, a joint plan was developed to enhance transportation services to support educational opportunities. The Joint First Nations Transportation Plan included a proposal for a driver position to be a combined Indigenous Child & Youth Care Worker/Bus Driver. The plan was submitted to the Ministry on April 5<sup>th</sup>.

It was noted that, while the first priority of the initiative was to provide transportation to First Nations students, there might also be an opportunity to operationalize transportation to other students in the area if there is room on the bus.

**d. Physical Literacy Update**

Interim Superintendent Elder referred to the information provided in his briefing note, adding that the launch of Physical Literacy Adult and Youth (PLAY) Oceanside table includes eleven local entities, of which School District 69 was one of the first active partners. The School District 69 Physical Literacy Committee was created and the group will be meeting on May 15, 2019 to plan for further Physical Literacy opportunities in the district and to select three pilot schools.

**e. Quarterly Financial Update**

Secretary Treasurer Amos presented the District's quarterly financial update, noting that the District is currently at 75% of its fiscal year and at 70% of its educational year with finances tracking as anticipated.

**14. CORRESPONDENCE ATTACHED**

**a. Response from Minister Fleming re: Use of FSA Data**

**15. POLICY/ADMINISTRATIVE PROCEDURE****a. Board Bylaw 3: Meetings of the Board of Education****19-43R**

*Moved:* Trustee Young      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**b. Board Policy 7015: Student Placement**

Trustee Young noted that an administrative procedure might be added to the policy which will be reviewed by the Board Policy and Policy Advisory Committees prior to coming forward for second reading.

**19-44R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 5070: *Student Placement* at its Regular Board Meeting of April 23, 2019.

CARRIED UNANIMOUSLY

**16. TRUSTEE ITEMS****a. Disbanding of District 69 Recreation Commission**

Trustees discussed plans by the Regional District of Nanaimo's (RDN) Board of Directors to disband the District 69 Recreation Commission and create a new committee which would not include school trustee or community representation. Trustees believed that by limiting committee representation to RDN directors the RDN would be losing a valuable perspective of having family and youth voice at the table.

**19-45R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**THAT** the Chair of the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo Board of Directors requesting that either they keep the Recreation Commission as a separate advisory commission with the representation of a school board trustee and community members, or that they place a school board trustee as well as community members as voting participants on their newly formed Oceanside Services Committee.

CARRIED

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

There were no questions or comments.

**19. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 8:28 p.m.

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CHAIRPERSON

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SECRETARY TREASURER





## SPECIAL BUDGET BOARD MEETING MINUTES

TUESDAY, APRIL 16, 2019

THE FORUM

6:00 pm

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

### ATTENDEES

#### **Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

#### **Administration**

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent
Ryan Hung	Assistant Secretary Treasurer
Chris Dempster	General Manager of Operations
Karin Hergt	Executive Assistant (Recording Secretary)

#### **Education Partners**

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

#### **1. CALL TO ORDER**

Chair Flynn called the Special Budget Board Meeting to order at 6:00 p.m.

#### **2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Qualicum and Nanoose First Nations and expressed thanks for the two First Nations for sharing their shared territories with the Board.

#### **3. 2019/20 BUDGET OVERVIEW**

- **Ministry Revenue Sources**

Secretary Treasurer Amos reviewed the sources of income for the three types of funds which make up the annual budget from which the Board works: Operating (which includes supplemental funding), special purpose and capital.

He explained that enrolment projections are not expected to change substantially from last year to this year; however, they will generate \$178,722 more this year now that the District is no longer in funding protection. The government has also allocated more money in the area of supplemental funding and introduced a grant to support districts with the increased health tax costs, resulting in a net gain of \$1,019,620 to the District.

Secretary Treasurer Amos then reviewed each of the funds and the areas to which the funds are allocated within the budget as well as how staff determine the use of funds which do not come with any caveat.

He then reviewed the main expenditures of the District noting that the bulk of the funding is against staffing and benefits after which he identified the necessary adjustments that were required in the 2019/20 annual budget development.

Revenues vs. expenditures have resulted in a net gain of approximately \$357,000 to work with to maintain a balanced budget.

- **Budget Themes/Considerations**

Associate Superintendent Wilson then reviewed the budget development process undertaken to develop the 2019/20 budget which consisted of two table groups of attendees, both of which included members of the local teachers' and support staff unions, the district parent advisory council, students and administrators. She outlined all the points that were provided through conversations and then compared the competing priorities of the two groups. She then presented the common themes that were identified as budget priorities.

Associate Superintendent Wilson took the Board on a look back at areas identified as priorities by attendees of the budget sessions on which the District is already focussed. She then presented the additional areas of support that were requested by the two groups, noting the budget implications or adjustments that would be required to accommodate those requests.

- **2019/20 Proposed Annual Budget**

Secretary Treasurer Amos advised that the 'asks' totaled \$432,000 compared to the available funds of \$356,846. He asked the Board to consider whether it wished to direct staff to find reductions in other areas or whether it would prefer to use \$75,154 of its operating surplus to balance the budget.

Senior staff then answered queries from trustees regarding the proposed budget. They also discussed some of the items identified during the budget sessions that were not included in the proposed budget and what the cost might be to the district if those were also included in the proposed budget.

#### 4. PUBLIC QUESTION PERIOD

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

- Increased supplemental funding for unique student needs
- Allocation of revenues realized from offshore tuition.
- Funding for the district's information technology wiring project which is in its 3<sup>rd</sup> year.
- Allocation of the ministry grant for health and wellness programs and equipment.
- Maintaining of the teachers mentorship program
- Supplemental funding for learning services/reading mentors
- Inclusion of student input.

Secretary Treasurer Amos then advised that, as staff were hearing no opposition to the proposed budget, he would create the annual budget based on the information presented. He noted that the budget would include a request to use operating surplus of \$75,154 as well as \$250,000 for the printer/copier program being articulated as a 'spend' and using the operating surplus for that amount.

Senior staff noted that trustees desired additional information regarding a dedicated bus and driver for specialty and athletic programs and will do more research on that topic.

**5. DATE OF NEXT REGULAR PUBLIC BOARD MEETING**

Tuesday, April 23, 2019  
The Forum, PCTC  
7:00 p.m.

**6. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 7:26 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
**April 16, 2019**

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Dr. Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matters:

- Labour Relations
- Personnel

No motions were presented for board approval at this meeting

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

## SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT

April 4, 2019

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### ATTENDEES:

#### Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

#### Administration

Ron Amos	Secretary Treasurer
Brenda Paul	Director of Human Resources

The Board of Education discussed the following matter:

- Personnel

The Board of Education approved motions regarding the following matter:

- Personnel

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)  
**SPECIAL IN-CAMERA MEETING**

SECTION 72 REPORT  
April 16, 2019

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Ron Amos	Secretary Treasurer
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The Board of Education discussed the following matter:

- Personnel

The Board of Education approved motions regarding the following matter:

- Personnel

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Chairperson

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Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

## SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT  
April 30, 2019

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### ATTENDEES:

#### Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

#### Administration

Ron Amos	Secretary Treasurer
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The Board of Education discussed the following matter:

- Personnel

The Board of Education approved motions regarding the following matter:

- Personnel

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Chairperson

---

Secretary Treasurer



## 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

*Patricia Cathrine*  
Vice-Principal

May 9, 2019

RECEIVED

MAY 13 2019

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 Experience to Europe on Spring Break 2021. Mrs. Shannon Confortin is leading and planning this trip. Up to 30 students with appropriate chaperones will be able to visit key European cultural and historical sites to enhance their education experience.

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

Respectfully submitted,

Mr. Rudy Terpstra  
Principal, Ecole Ballenas Secondary School





## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

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

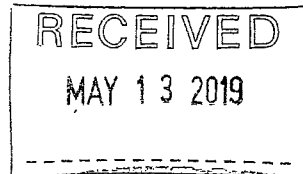
*Rudy Terpstra*  
Principal

*Lesley LaCouvee*  
Vice-Principal

*Patricia Cathrine*  
Vice-Principal

May 1, 2019

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



Dear School District 69 (Qualicum) Board of Education,

Please accept my request for approval in principle from the Board of Education for the proposed Education First Tour of London, Paris, Barcelona and Rome during Spring Break of 2021. The proposed dates for this trip are approximately the last 2 weeks for March for 13 days. At this point, I don't know the number of Ballenas students but there will be a teacher chaperone for every 6 Ballenas students and an experienced Education First tour director. The trip will provide an excellent opportunity for our students to experience four 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 historical sites where 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.

Please see attached itinerary for travel and cost details.

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

Respectfully submitted,

Shannon Confortin  
Ballenas Secondary School

cc. Mr. Rudy Terpstra  
Principal, Ballenas Secondary School



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

RECEIVED

MAY 13 2019

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: *BSS*  
 Educator-in-Charge: *Shannon Confortin*  
 Proposed Destination: *London, Paris, Barcelona, Rome (13 days)*  
 Proposed Departure Date: *March 20<sup>15</sup> 2021* Proposed Return Date:  
 Area of Study: *History, Architecture, Art* Grades: *10-12*  
 Educational Purpose of Trip: *To explore historical sites & deepen understanding of World History.*  
 Total No. of Students: *6-35*  
 Total Projected Cost:  
 Projected Cost per Student:      Projected Built-in Cost per Teacher:      Projected Cost to Teacher (if any):

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: *Supervisors will be teachers.*

Category 4 Out of Province Field Experience -- Preliminary Approval		
Educator-in-Charge (please print): <i>Shannon Confortin</i>	Date (day/month/year): <i>07/05/19</i>	Educator-in-Charge signature: <i>[Signature]</i>
Principal Name (please print): <i>Rudy Terpstra</i>	Date (day/month/year): <i>09/05/19</i>	Signature indicating preliminary approval: <i>[Signature]</i>
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

## Educational Tours

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This is also your tour number

# LONDON, PARIS & BARCELONA

10 or 13 days | *England* | *France* | *Spain* | *Extension to Italy*

The language, landmarks, and culture change in each city, revealing shared bonds and unique identities. Walking through Piccadilly Circus in London, the Latin Quarter in Paris, and Las Ramblas in Barcelona, notice the distinctly different paces of life. Comparing each city's icons—Big Ben, Notre Dame, and La Sagrada Familia—consider how religion, royalty, and architecture have influenced their separate histories.

### YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  Sightseeing: 3 sightseeing tours led by expert, licensed local guides (5 with extension); 3 walking tours
-  Entrances: Tower of London; Louvre; Notre Dame Cathedral; Park Güell; with extension: Sistine Chapel; St. Peter's Basilica; Colosseum; Roman Forum
-  weShare: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   All of the details are covered: Round-trip flights on major carriers; comfortable motor coach; Eurostar high-speed train; TGV train; internal flight with extension; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

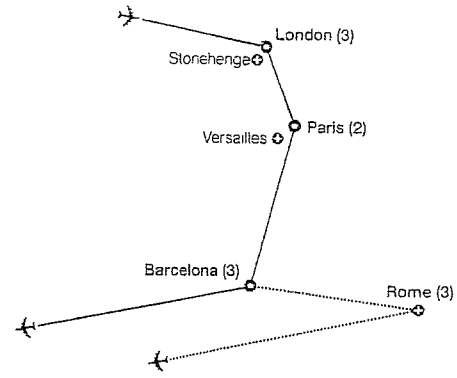
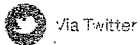
And the experience begins long before you get your passport stamped and meet your *Tour Director* in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, *weShare*, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. *Expert local guides* will lead your group on sightseeing tours, providing detailed views of history, art, architecture, or anything you may have a question about.

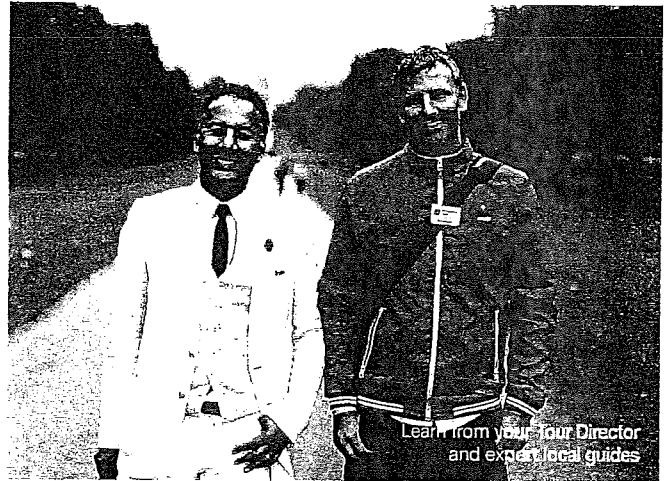
When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

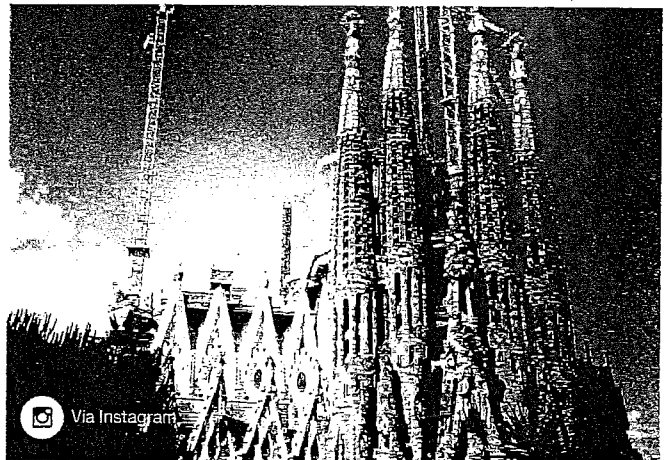
— MELISSA TRAVELLER



*This tour may be reversed*



Learn from your Tour Director and expert local guides



Via Instagram



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.ca/](http://eftours.ca/)

Your teacher's Tour Website

## What you'll experience on your tour

### Day 1: Fly overnight to England

#### Day 2: London

- Meet your Tour Director at the airport in London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own.
- Take a walking tour of London: the Strand; Trafalgar Square; Leicester Square; Covent Garden.

#### Day 3: London

- From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn during your expertly guided tour of the city. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery.
- Visit the Tower of London.
- Enjoy an authentic fish and chips dinner.

#### Day 4: London

- Full day to see more of London or  
☞ visit Stonehenge and Salisbury.

#### Day 5: London | Paris

- Travel by Eurostar train to Paris, the City of Light.
- Take a walking tour of Paris: Latin Quarter.
- On your visit to the Louvre, see where L.M. Pei's iconic glass pyramid marks the entrance to the renowned museum, home to treasures like Leonardo da Vinci's *Mona Lisa*.
- Visit Notre Dame Cathedral to admire its sculptured façade, stained-glass rose windows, and seemingly weightless vaulted ceilings.

#### Day 6: Paris

- During your guided tour of Paris you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power.
- Time to see more of Paris or  
☞ visit Versailles.

#### Day 7: Paris | Barcelona

- Enjoy free time to explore Paris.
- Board your TGV train to Barcelona.

#### Day 8: Barcelona

- Begin your day with an expertly guided tour of Barcelona. Snap photos of the twisting spires of La Sagrada Família and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc Hill enjoy panoramic views of the harbour below. Here you'll also find the 1992 Olympic stadium.
- Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell.
- Enjoy a free evening or  
☞ attend a Barcelona flamenco evening.

#### Day 9: Barcelona

- Flower vendors and street performers greet you on your walking tour of Barcelona.
- Enjoy free time in Barcelona or  
☞ visit Montserrat.

#### Day 10: Depart for home

#### ☞ 3-DAY TOUR EXTENSION

##### Day 10: Barcelona | Rome

- Fly to Rome.

##### Day 11: Rome

- Take an expertly guided tour of Vatican City.
- Visit the Sistine Chapel.
- Visit St. Peter's Basilica.
- Take a self-guided walking tour of Rome: Trevi Fountain; Pantheon; Piazza Navona; Spanish Steps.

##### Day 12: Rome

- Take an expertly guided tour of Rome.
- Visit the Colosseum.
- Visit the Roman Forum.

##### Day 13: Depart for home



*The Louvre. #paris @EFTours can run a heck of a tour.*

- AMY TRAVELLER



Via Twitter

*This tour was absolutely packed with activities and places to visit; there was no dull moment in this tour.*

- MICAH TRAVELLER



Via Facebook

### TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

— The easiest ways to —  
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**Mail your Enrolment Form to:**  
EF Educational Tours  
80 Bloor Street West, 16th Floor  
Toronto, ON M5S 2V1

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.*

—CHARLOTTE PARENT



Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

- We always offer the lowest prices, guaranteed so more students can travel.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.







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## NEWS RELEASE

For Immediate Release  
2019IGRS0051-000904  
May 9, 2019

Intergovernmental Relations Secretariat  
Ministry of Education

**British Columbians benefit from increased access to French resources in libraries**  
(disponible en français en bas de page)

VICTORIA – More people throughout British Columbia will benefit from increased access to French public library e-books and audiobooks, helping meet the growing demand for French-language materials.

A \$21,500 grant from the Government of B.C. Francophone Affairs Program, via the Canada – British Columbia Agreement on French-language Services, will provide access to these French materials through 61 of the province’s small- and medium-sized public libraries, significantly increasing the French content available.

“I am always looking for ways of making French Language resources more available and more accessible to our citizens,” said Adrian Dix, Minister Responsible for Francophone Affairs. “Public libraries are a perfect way to reach communities and especially benefit young people.”

“There is an increased demand for services in French and we’re working hard to ensure people have access to the resources they need,” said Rob Fleming, Minister of Education. “Our public libraries continue to play a critical role in offering a diverse range of cultural resources in both of Canada’s official languages.”

“The BC Libraries Cooperative is happy to have this support from the provincial government to help get more French language e-content into libraries across B.C.,” said Kevin Millsip, managing director, BC Libraries Cooperative. “The co-op was created to help enhance access to resources and to bring libraries together. This project helps us to do just that, and we’re excited to begin work.”

The French e-books and audiobooks will be available through Library2go, a shared e-book and audiobook collection. It provides free access to more than 70,000 digital items for approximately one million people throughout B.C.

**Quick Facts:**

- Library2go’s current collection includes 170 French-language e-books and audiobooks. New titles will be added to the collection over the year.
- Library2go is managed by the BC Libraries Cooperative, which provides cost-saving and collaboration services for members. New titles will be selected by public libraries participating in the Library2go collection.
- British Columbians borrowed 4.4 million e-books and audiobooks from public libraries in 2017.
- B.C. public libraries received over 59 million visits in 2017 and lent 52 million physical and digital items.



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## COMMUNIQUÉ

Pour diffusion immédiate  
2019IGRS0051-000904  
9 mai 2019

Secrétariat aux Affaires intergouvernementales  
Ministère de l'Éducation

### **Les Britanno Colombiens profitent d'un accès accru aux ressources en français dans les bibliothèques**

VICTORIA – Partout en Colombie-Britannique, plus de gens profiteront d'un accès accru aux livres électroniques et audio en français offerts par les bibliothèques publiques, ce qui permettra de répondre à la demande croissante de ressources en français.

Une subvention de 21 500 \$ offerte par le Programme des affaires francophones du gouvernement de la Colombie-Britannique par l'entremise de l'Entente Canada – Colombie-Britannique relative aux services en français rendra ces ressources en français accessibles grâce à 61 des petites et moyennes bibliothèques publiques de la province, ce qui entraînera une augmentation considérable du contenu offert en français.

« Je cherche constamment des façons de favoriser la disponibilité et l'accessibilité des ressources en français au profit de nos citoyens », indique Adrian Dix, ministre responsable des affaires francophones en Colombie-Britannique. « Les bibliothèques publiques constituent un véhicule idéal pour atteindre les collectivités et offrir des avantages aux jeunes, en particulier. »

« La demande de services en français est à la hausse, et nous travaillons fort pour nous assurer que les gens ont accès aux ressources dont ils ont besoin », affirme le ministre de l'Éducation, Rob Fleming. « Nos bibliothèques publiques continuent de jouer un rôle crucial en offrant une vaste gamme de ressources culturelles dans les deux langues officielles du Canada. »

« La BC Libraries Co-op se réjouit de bénéficier de l'appui du gouvernement provincial pour que les bibliothèques de partout en Colombie-Britannique puissent obtenir un plus grand nombre de ressources électroniques en français », dit Kevin Millsip, directeur général de la BC Libraries Cooperative. « La Co-op a été créée pour favoriser l'accès aux ressources et rassembler les bibliothèques; c'est exactement ce que permet ce projet, et nous avons hâte de nous mettre au travail. »

On pourra avoir accès aux livres électroniques et audio en français par l'entremise de Library2go, une collection partagée de livres électroniques et audio. Cette ressource offre un accès gratuit à plus de 70 000 articles numériques à environ un million de personnes partout en Colombie-Britannique.

#### **Faits en bref**

- Actuellement, la collection de Library2go comprend 170 livres électroniques et audio en français. Au cours de l'année, de nouveaux titres seront ajoutés à la collection.
- Library2go est une ressource gérée par la BC Libraries Cooperative (BCLC), qui offre à ses membres des services leur permettant de réaliser des économies et de collaborer. Les bibliothèques publiques qui participent à la collection Library2go choisiront les nouveaux



titres.

- Les Britannno-Colombiens ont emprunté 4,4 millions de livres électroniques et audio auprès des bibliothèques publiques en 2017.
- Les bibliothèques publiques de la province ont accueilli 59 millions de visiteurs en 2017 et prêté 52 millions d'articles physiques et numériques.

**Renseignements additionnels:**

Secrétariat aux Affaires  
intergouvernementales  
Communications du gouvernement et  
Engagement public  
778 698-1847

Ministère de l'Éducation  
Communications du gouvernement et  
Engagement public  
250 356-5963

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Branchez-vous sur la Colombie-Britannique: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect) (en anglais seulement)

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## NEWS RELEASE

For Immediate Release  
2019PREM0051-000915  
May 10, 2019

Office of the Premier  
Ministry of Tourism, Arts and Culture

### **Creating opportunities for kids to thrive through power of sport**

SURREY – More children and youth will be able to get in the game and gain the benefits of sport and active living, thanks to the Province’s historic investment in Sport BC.

“Every child, regardless of their background, deserves a chance to get off the sidelines and lead a healthy and active life,” said Premier John Horgan. “Basketball and lacrosse were a huge part of my youth, instilling values that helped guide me down the right path. By removing financial barriers, more youth will be able to learn lifelong skills through sport.”

The Province’s \$2.5-million investment over the next three years will allow Sport BC to expand programs, such as KidSport BC, aimed at increasing participation by children who are often under-represented in sport, including children from lower-income families, Indigenous children, children and youth with disabilities, girls and newcomers to Canada.

“Getting kids involved in sport gives them a safe and healthy outlet. Sport provides them a way to get physically active while staying involved with their community,” said Ravi Kahlon, Parliamentary Secretary for Sport and Multiculturalism. “Sport BC programs help our young people gain confidence and leadership skills. With this investment from our government, more than a thousand kids all across our province will get the chance to reach their potential and develop healthy, active lifestyles early on.”

“Every child deserves the chance to be active and play sports,” said Rob Newman, president and CEO, Sport BC. “It provides a fun learning environment and helps children develop and grow through movement. At Sport BC, we believe that sport helps to build happier, healthier communities while providing important life lessons to children and youth. Sport BC is proud to partner with the Province to help provide programming for underprivileged children and youth across our province.”

Established in 1993 by Sport BC, the KidSport program provides confidential financial assistance to help kids 18 years of age and younger to participate in sport.

This investment will allow KidSport BC to increase access to amateur and recreational sport programs and expand the type of sport activities currently supported, including Indigenous sport and programs in non-mainstream sports. This new program is expected to launch in fall 2019.

“KidSport has revolutionized my life,” said Katelynn Ramage, national racewalking champion and former KidSport BC recipient. “Growing up, it was a battle between getting food on the table and paying the rent. Participating in sport was never in the picture. KidSport not only gave me the opportunity to participate in sport, but it also opened up a world of possibility. Because of sport, I was able to attain a university degree, represent my country and gain self-

confidence, build lifelong relationships and realize my resilience. KidSport has lit a path that continues to shine brightly not only in my athletic endeavours, but also in all dimensions of my life.”

**Quick Facts:**

- Since the KidSport concept was launched by Sport BC in 1993, it has grown to become a successful national entity with 11 provincial and territorial chapters and over 180 community-based chapters that help more than 7,300 children and youth each year.
- Currently, the Province invests \$400,000 annually in Sport BC to fund KidSport BC, which leverages an additional \$2 million through community and provincial chapter fundraising.

**Learn More:**

Learn more about the programs offered by Sport BC: [www.sportbc.com/](http://www.sportbc.com/)

For a traditional Chinese translation,  
visit:

[https://news.gov.bc.ca/files/NR\\_KidSport\\_Funding\\_Announcement\\_traditional\\_Chinese.pdf](https://news.gov.bc.ca/files/NR_KidSport_Funding_Announcement_traditional_Chinese.pdf)

For a simplified Chinese translation,

visit: [https://news.gov.bc.ca/files/NR\\_KidSport\\_Funding\\_Simplified\\_Chinese.pdf](https://news.gov.bc.ca/files/NR_KidSport_Funding_Simplified_Chinese.pdf)

For a French translation, visit: [https://news.gov.bc.ca/files/NR\\_KidSportFunding\\_FR.pdf](https://news.gov.bc.ca/files/NR_KidSportFunding_FR.pdf)

For a Punjabi translation, visit: [https://news.gov.bc.ca/files/NR\\_KidSportFunding\\_Punjabi.pdf](https://news.gov.bc.ca/files/NR_KidSportFunding_Punjabi.pdf)

**Contacts:**

Jen Holmwood  
Deputy Communications Director  
Office of the Premier  
250 818-4881

Ministry of Tourism, Arts and Culture  
Communications  
250 208-4309

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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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## NEWS RELEASE

For Immediate Release  
2019EDUC0038-000963  
May 16, 2019

Ministry of Education

### **B.C. students' success to be showcased to the world at conference**

VANCOUVER – The achievements of B.C. students and the province's world-class education system will be in the international spotlight as top education policy-makers gather in Vancouver next week.

This is the first time that the Organisation for Economic Co-operation and Development (OECD) will hold its Future of Education and Skills 2030 Project meeting in North America.

"British Columbia's K-12 education system and its students continue to be recognized as leaders in Canada and internationally," said Rob Fleming, Minister of Education. "The successes of our students and educators are being showcased to education leaders from around the world, and we look forward to working with international education partners to share ideas, discuss innovation in education and examine the skills students need to succeed now and in the future."

Approximately 200 international delegates from up to 40 countries will join approximately 200 education leaders and students from around B.C. on May 22-24, to learn about the Province's Policy for Student Success and its key components, such as B.C.'s multi-partner commitment to continuous improvement, a renewed curriculum and an evidence-based approach to decision-making.

The conference will focus on innovative ways to make sure students around the world have the skills they need for success in the future. The Province's renewed provincial curriculum will be in the spotlight as B.C. has implemented a generational change in curriculum and assessment, while achieving some of the world's best student outcomes.

"This conference is a tremendous opportunity to share best practices to empower students around the world to thrive," said Melanie Mark, Minister of Advanced Education, Skills and Training. "A two-way flow of insights allows B.C. to showcase our multiple educational pathways and learn from our diverse international partners. We all want to ensure students get a quality education to transition smoothly into higher education, leading to good-paying jobs. The next generation is relying on us to create dynamic opportunities for student success."

B.C. is dedicated to maintaining its position as a global education leader, with students continuing to show top results in international assessments. British Columbia's new K-12 curriculum and assessments were created after extensive stakeholder consultations and collaboration with more than 200 B.C. teachers and local and international experts. The redesigned curriculum balances updated content with key competencies – communication, personal and social competence, collaboration and critical thinking skills – that are designed to prove valuable throughout students' lives and careers.

The new curriculum is also key to meeting government's commitment to true and lasting reconciliation with Indigenous peoples. It embeds Indigenous knowledge and perspectives into all grades and subjects – from math to science to literature – to ensure the curriculum accurately and fairly reflects the rich history of Indigenous peoples in B.C. This is critical to bringing Canada's Truth and Reconciliation Commission's Calls to Action to life. Seventeen Indigenous languages have already been approved to be taught in B.C. schools and more are in development. With increased supports and an improved, modern curriculum that accurately reflects the history of Indigenous peoples, B.C.'s Indigenous students are completing secondary school at the highest rate in history.

The OECD will launch an international rethink about the goals and competencies learners need to thrive in a world undergoing profound change at the conference. This launch will mark the start of Phase 2 of its Future of Education and Skills 2030 Project, which aims to build common ground on the principles and instructional designs that can effectively implement intended curricula.

"The OECD looks forward to joining the people and stakeholders who co-created the Education 2030 learning compass to empower students across the world to navigate their future," said Andreas Schleicher, director, directorate for education and skills, OECD.

**Learn More:**

OECD BC Conference: <https://education2030.gov.bc.ca/>

OECD Education 2030: <http://www.oecd.org/education/2030/>

A backgrounder follows.

**Contact:**

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

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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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## BACKGROUND

For Immediate Release  
2019EDUC0038-000963  
May 16, 2019

Ministry of Education

### **Facts about the OECD conference, B.C.'s education system**

- International delegates will have the opportunity to visit Lower Mainland schools and see B.C.'s new curriculum in action, including student demonstrations at a digital academy where students learn from real-world experiences in digital media art and design through virtual reality, sound mixing and graphic design.
  - The tours will also include discussions with students enrolled in the Take a Hike Outdoor Education Program, students learning coding through the Technology Education and Literacy in Schools Programs, and visits with students and staff in a Digital Immersion Mini School Program and a Trades Exploration Program.
- British Columbia, along with all provinces and territories (except Yukon), participated in the first phase of OECD's Future of Education and Skills 2030 Project over the past year.
- Phase 1 included a curriculum evaluation exercise and results showed that B.C.'s new curriculum is exceeding many other jurisdictions.
- The Netherlands, Australia and South Korea are some of the countries attending the conference to learn more about the success of B.C.'s education system.
- B.C.'s new curriculum re-design stakeholder partners included: the BC Teachers Federation, the BC School Superintendents Association, the BC Principals and Vice-Principal Association, the Federation of Independent Schools Association, the BC Parent Advisory Council, the First Nations Education Steering Committee and the First Nations Schools Association, post-secondary institutions and the Yukon.
- B.C. will be the first province in Canada to introduce legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples – mandating all provincial laws and policies be in harmony with the declaration.
- As an example of student success, the Sea to Sky School District (SD 48) has seen its six-year completion rates for Indigenous students increase from 40.7% in 1999-2000 to 95.3% in 2017-2018.
- B.C. school districts have also seen increases in graduation rates for English Language Learners (ELL) and international students. Surrey ELL students' grad rates have increased from 58% in 2012-13 to 81.5% in 2017-18.

#### **Contact:**

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

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## NEWS RELEASE

For Immediate Release  
2019EDUC0040-000975  
May 17, 2019

Ministry of Education

### **More students supported by SOGI-inclusive education**

VANCOUVER – All 60 B.C. school districts and several independent schools have joined the B.C. SOGI Educator Network to further help educators make schools safe and inclusive for students of all sexual orientations and gender identities (SOGI).

Education and community partners gathered at Jim Deva Plaza in Vancouver’s West End for the International Day Against Homophobia, Transphobia and Biphobia. They were there to celebrate the positive impacts of SOGI-inclusive education and strengthen their commitment to making sure schools are welcoming environments for all students.

“SOGI-inclusive education helps save lives, by respecting and honouring the differences of each student, in schools that are free of discrimination, bullying, harassment, intimidation and violence,” said Rob Fleming, Minister of Education. “No student should be excluded or bullied because of their sexual orientation or gender identity, which is why we and our partners share a belief in the power of SOGI 123. It is creating awareness, affirming human rights and helping to fight discrimination in B.C. schools.”

The B.C. SOGI Educator Network brings together B.C. educators interested in SOGI-inclusive education and enables them to meet, share resources and co-design programs.

At the event, representatives of B.C.’s K-12 education partner groups formed a new Provincial K-12 SOGI Collaborative, with a shared goal of supporting students of all sexual orientations, gender identities and expressions. The collaborative will outline a plan for the next three years to create learning environments that are safe, acceptable, respectful and welcoming for all B.C. students.

“ARC Foundation’s long-term goal is that youth are safe and comfortable enough to live their authentic lives, without fear of bullying, intimidation, discrimination or rejection,” said Brad Beattie, executive director of the ARC Foundation, which has been a lead partner in the creation of SOGI 123. “Our collective efforts to develop SOGI 123 are building bridges between provincial institutions and associations so that more effective, sustainable and accelerated change toward that goal can happen.”

Members of the collaborative will identify, support and provide advice on a variety of projects that will help facilitate SOGI-inclusive education and policies in B.C. schools. The group will support the development of new SOGI resources, will offer professional development and training opportunities to administrators, educators, trustees and parents, and will facilitate information sharing on best practices between schools and school districts for the benefit of all B.C. students.

“All youth, no matter who they are or how they identify, should be able to be themselves at

school,” said Glen Hansman, president of the B.C. Teachers' Federation (BCTF), which is one of the member groups of the new Provincial K-12 SOGI Collaborative. “And that also applies to staff who work in our schools. LGTBQ youth and their families, as well as queer parents and staff, should all feel welcome, represented and included in our school communities. With all 60 school districts now participating in SOGI 123, our province has achieved a real milestone in inclusion. British Columbians should be very proud. The BCTF will continue working with the government to ensure policies are enforced, staff get the education and training they need, and queer youth get access to the supports and resources they need no matter where they live in B.C.”

SOGI 123 is a resource that provides schools and teachers with ready-to-use, grade-level appropriate materials that align with B.C.'s new curriculum. It was developed by the ARC Foundation in collaboration with the Ministry of Education, BCTF, and other provincial K-12 education partners, the University of British Columbia's faculty of education, school districts and local, national and international LGBTQ community organizations.

#### **Quotes:**

##### **Tru Wilson, 16, Delta Secondary student —**

“No child should grow up thinking they're alone, the only one. All students should feel safe, see themselves in the world around them and be free to live their best possible life. SOGI 123 helps make this happen.”

##### **Spencer Chandra Herbert, MLA for Vancouver-West End —**

“SOGI 123 is making a huge difference in our province, and while there are forces still intent to divide, abuse, and harm LGBT youth, we are winning. I'm proud that our government, in partnership with key education and community partners is committing to going even further to create safe, inclusive spaces for the benefit of all students.”

##### **Shawn Chisholm, executive director, Federation of Independent School Associations in B.C. (FISA BC) —**

“FISA BC is proud to stand in unity with the other B.C. education partner groups and the Ministry of Education to reinforce our commitment to provide safe and respectful learning environments where all students have an opportunity to flourish. All B.C. students deserve to attend a school where they are cared for and do not feel marginalized due to their sexual orientation, gender identity, race, religious beliefs or background. FISA commits to continue to work with our friends within the SOGI collaborative and with our member schools to support priorities that honour the uniqueness and diversity that exists within our student populations, our public and independent schools and our pluralistic society.”

#### **Learn More:**

SOGI 123: [www.sogieducation.org](http://www.sogieducation.org)

ARC Foundation: [www.arcfoundation.ca](http://www.arcfoundation.ca)

ERASE – expect respect and a safe education: [www.erase.gov.bc.ca](http://www.erase.gov.bc.ca)



Minister and K-12 education partners' statement on support for SOGI, Sept. 29, 2018:  
<https://news.gov.bc.ca/releases/2018EDUC0058-001893>

A backgrounder follows.

**Contact:**

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

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## BACKGROUND

For Immediate Release  
2019EDUC0040-000975  
May 17, 2019

Ministry of Education

### Facts about inclusive education in British Columbia

- Lesbian, gay, bisexual, transgender, two-spirited and/or queer (LGBT2SQ) students are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide.
- 64% of queer and transgender students in Canada feel unsafe in school because of bullying, violence and homophobic slurs.
- The B.C. SOGI Educator Network was formally launched as a pilot project at the beginning of the 2016-17 year by ARC Foundation. In just over two school years, it has grown from nine to 60 districts.
- The SOGI 123 website has reached over 100,000 unique visitors since 2016. The SOGI 123 learning modules have received over 27,000 views since 2017 and SOGI 123 lesson plans have been downloaded 14,000 times from the TeachBC website.
- Members of the new Provincial K-12 SOGI Collaborative include: B.C.'s Ministry of Education; ARC Foundation; B.C. Confederation of Parent Advisory Councils; B.C. Principals and Vice-Principals Association; B.C. School Superintendents Association; B.C. School Trustees Association; B.C. Teachers' Federation; Canadian Union of Public Employees; First Nations Education Steering Committee; First Nations Schools Association; and Federation of Independent School Associations in B.C.
- The ministry recently signed a new three-year memorandum of understanding with the ARC Foundation, committing to continue to work together to provide provincial leadership to support SOGI-inclusive education, help schools to build inclusive cultures and provide educators, students and parents with K-12 tools and resources.
- All of B.C.'s 60 school districts have SOGI-inclusive codes of conduct and independent schools have SOGI-inclusive harassment and bullying prevention policies in place.

#### Contact:

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

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## STATEMENT

For Immediate Release  
2019PREM0069-000955  
May 17, 2019

Office of the Premier

**Premier's statement on International Day Against Homophobia, Transphobia, Biphobia**  
(disponible en français en bas de page)

VICTORIA – Premier John Horgan has issued the following statement recognizing the International Day Against Homophobia, Transphobia and Biphobia:

“On International Day Against Homophobia, Transphobia and Biphobia, and every day, we stand with LGBTQ2S+ people against stigma, violence and discrimination.

“No one should ever live in fear because of who they are or who they love, but many queer, trans and gender diverse people in B.C. still face harassment and prejudice in their daily lives.

“Through strength, resilience and activism, LGBTQ2S+ people have made important gains towards equality over the past decades, but we must continue to work until everyone in B.C. lives with safety, respect, and dignity.

“LGBTQ2S+ kids face higher rates of depression and suicide because of the bullying they face in school, from both children and adults. To help all kids feel safe and accepted, our government is supporting sexual orientation and gender identity (SOGI) education in schools. We are proud that all 60 school districts in B.C. have signed on to the SOGI Educators Network.

“We will continue every day to make sure the services people rely on, like education, health care and our justice system are inclusive and respectful of people of all genders and sexual orientations.

“Together, through love and compassion, we can fight hate and discrimination and build a fairer, more inclusive province for everyone who lives here. We will continue working towards a brighter future where everyone is free to be who they are and love who they love.”

**Contact:**

Jen Holmwood  
Deputy Communications Director  
Office of the Premier  
250 818-4881

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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  
2019PREM0063-001000  
May 21, 2019

Office of the Premier  
Ministry of Education

### **New funding provides students opportunities to train for STEM careers**

VICTORIA – Students with a passion for robotics will now have more opportunities to develop their science, technology, engineering and math (STEM) skills and explore career opportunities, thanks to a one-time \$250,000 provincial government grant provided to First Robotics BC.

“This funding is part of our government’s work to invest in services that help give kids around the province the skills they need to succeed,” said Premier John Horgan. “The STEM fields are growing exponentially in B.C., and I’m proud that students like the Reynolds Reybots will be prepared to meet these exciting new opportunities and help build a sustainable, low-carbon economy.”

Hundreds more students will now have the opportunity to participate in robotics programs throughout the province. Students who have participated in these programs have gone on to establish good-paying careers in engineering, have started their own tech companies and are working at some of the largest tech companies in the world, like Microsoft, Google, HP, Intel and Honeywell.

Benefits to students include increased access to post-secondary training as a result of government’s investment in 2,900 tech-related spaces. These spaces are expected to result in 1,000 additional graduates per year by 2023 as government works towards building a strong, sustainable economy for British Columbians.

“B.C.’s thriving tech sector provides great opportunities for B.C. students,” said Rob Fleming, Minister of Education. “These new funds will increase training and learning opportunities so students can explore STEM careers during their school years and prepare for in-demand future jobs.”

Five B.C. secondary school robotics teams have already benefited from this funding as they recently participated in the 2019 First Championship in Houston, Texas on April 17-20. Teams that travelled to Texas included Reynolds Secondary in Victoria, North Surrey Secondary, L.A. Matheson Secondary in Surrey, West Vancouver Secondary and J.N. Burnett Secondary in Richmond. Each team received \$5,000 toward its competition fees.

First Robotics BC will use this funding to expand teacher development, enhance curriculum resources, explore state-of-the-art robotics materials and hire more First Robotics staff to mentor students throughout the province. These funds will also help grow First Robotics programming by more than 600 students this year, from 1,170 participants in 2018 to 1,795 participants in 2019.

“Our government recognizes the need to enhance the learning experience for STEM so that young people can build real world skills for the jobs of the future,” said Bruce Ralston, Minister

of Jobs, Trade and Technology. “By encouraging students to explore various tech programs, such as robotics, we are opening their minds to the potential of a promising career in B.C.’s diverse tech sector.”

First Robotics BC was launched with the help of funding partners Microsoft, First Robotics Canada and GSL Holdings, to attract and develop the next generation of STEM leaders. First Robotics visits schools and meets with officials to encourage participation in robotics and supports teams with a range of materials and software to build robots.

First Robotics BC encourages young British Columbians to become science and technology leaders. Its robotics program provides K-12 students with opportunities to engage in mentor-based research and robotics programs that help them grow into successful leaders.

B.C.’s new K-12 curriculum has a strong focus on STEM and provides students the opportunity to develop their skills in a range of technologies, including coding, electronics, mechatronics and robotics.

**Quote:**

**Ian Koscielski, regional director, First Robotics BC —**

“Through our robotics program, youth learn important life skills — a sense of purpose, a sense of belonging and a sense of achievement. Developing innovative and highly technical skills and attitudes is essential to our participants’ future success, as well as B.C.’s science and technology advancement and economic growth potential. We are delighted the B.C. government is supporting our efforts as we continue to grow provincewide.”

**Quick Facts:**

- Based on a survey conducted by Brandeis University, the vast majority of First participants developed important technology skills and gained workforce skills, including problem-solving, time management and conflict resolution skills.
- The tech sector employs more than 114,000 people and is made up of more than 10,500 businesses.
- B.C. has the third largest high-tech workforce in Canada.
- Average earnings of technology employees in B.C. are 83% higher than those of the average B.C. worker.

**Learn More:**

First Robotics BC: <https://firstroboticsbc.org/>

First Robotics Canada: <https://www.firstroboticscanada.org/>

**Contacts:**

Jen Holmwood  
Deputy Communications Director  
Office of the Premier  
250 818-4881

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

**SCHOOL DISTRICT 69 (QUALICUM)  
STATUS OF ACTION ITEMS**

<b>Action Item</b>	<b>Responsibility</b>	<b>Status</b>	<b>Proposed Deadline</b>
<p><b>Letter to RDN re Representation on Oceanside Services Committee</b> (April 23, 2019)</p> <p><b>THAT</b> the Chair of the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo Board of Directors requesting that either they keep the Recreation Commission as a separate advisory commission with the representation of a school board trustee and community members, or that they place a school board trustee as well as community members as voting participants on their newly formed Oceanside Services Committee</p>	Board Chair	<ul style="list-style-type: none"> <li>• Letter drafted and sent May 6, 2019</li> </ul>	Completed
<p><b>Report to Board re Dedicated Bus/Driver</b> (April 23, 2019)</p> <p><b>THAT</b> the Board of Education of School District No. 69 (Qualicum) to request of staff to explore the concept of a dedicated bus and driver for extracurricular, innovative and flexible programming and provide a report back to the June Board Meeting</p>	Senior Staff		June 25, 2019



## School Fees - 2019-2020

School	Activity or Resource	Fee
<b>AES</b>	Cooking Program (Primary)	20.00
	Music Recorder (Grades 2 - 5)	Up to 7.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>BES</b>	Cooking Program (Grades K/1)	20.00
	Music Recorder (Grades 2 - 5) – if requested by teacher	7.00
	Student Planner – if requested by teacher	8.00
	Swim program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>EES</b>	Cooking Program (K)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	5.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim program (Grade 3) ***	Up to 45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>NBES</b>	Music Recorder (Grades 2 - 4)	4.50
	Student Planner	8.00
<b>OES</b>	Specialized Primary Activity Fee	20.00
	Specialized Intermediate Activity Fee	30.00
	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>QBES</b>	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3)**	40.00
	** The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>SES</b>	Combination Lock – Grades 6/7 - <i>Optional</i>	7.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	Ukulele Program (Grades 4 - 5) – <i>Optional</i>	25.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	



## School Fees - 2019-2020

<b>PASS/WW</b>	Student Activity Fee – Woodwinds	10.00
	Nutrition Program (Fee per semester)	40.00
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	50.00
<b>BSS</b>	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
<b>KSS</b>	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
<b>CEAP</b>	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Graphing Calculators Deposit – Refundable	25.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
<b>CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT</b>		
	Four Credit Course <i>(excluding free BC Ministry of Education courses)</i>	400.00
	Student Fee	50.00
<b>PROGRAMS OF CHOICE</b>	<p>School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> that provide unique learning opportunities for our diverse student population. In some cases a <i>Program of Choice</i> may result in a fee per student. For further information, please see "<i>Education Programs – Programs of Choice</i>" page located on the School District 69 website (<a href="http://www.sd69.bc.ca">www.sd69.bc.ca</a>).</p>	





Ministry of Education - Capital Management Branch  
**Annual Facility Grant (AFG) - 2019/20 Expenditure Plan**

Submission Date (YYYY/MM/DD):

District: 69 Qualicum

Contact: Chris Dempster  
 Email: cdempster@s469.bc.ca  
 Phone: 250-954-3030

FACILITY INFORMATION			PROJECT INFORMATION			ADDITIONAL INFORMATION		
Facility Name	Description of Work	Estimated Cost	AFG Category	VIA Requirement (Yes/No)	Comments			
Nanose Bay Elementary	Solar PV installation	\$ 150,000	Electrical System Upgrade	No	Renewable energy			
Nanose Bay Elementary	Back Up power system	\$ 40,000	Electrical System Upgrade	No	To keep the site operating during an outage			
Nanose Bay Elementary	Fire safety review	\$ 5,000	Health and Safety Upgrade	No	Safety of egress			
Nanose Bay Elementary	Security System Upgrade	\$ 6,000	Electrical System Upgrade	Yes	Life cycle replacement			
Nanose Bay Elementary	Exterior door replacement 5 rooms	\$ 5,000	Functional Improvement	Yes	Life cycle replacement			
Bowser Elementary	Back Up power system	\$ 28,000	Electrical System Upgrade	No	To keep the site operating during an outage			
Bowser Elementary	New paving surround lot play space	\$ 15,000	Disabled Access	No	Surround for new playground			
Bowser Elementary	Finishing the outdoor classroom	\$ 30,000	Functional Improvement	No	Outdoor classroom			
Errington Elementary	Back Up power system	\$ 37,000	Electrical System Upgrade	No	To keep the site operating during an outage			
Errington Elementary	Pave remainder of walkway, add elevations to back of parking area and add hedges for blocking the parking lot from resident	\$ 9,000	Site Upgrade	No	Finish walkway from parking lot and add hedging cedars			
Arrowview Elementary	DDC upgrade	\$ 10,000	Mechanical System Upgrade	Yes	Upgrade temperature sensors			
False Bay Elementary	Electrical upgrades	\$ 5,000	Electrical System Upgrade	Yes	Upgrades to electrical system			
Oceanside Elementary	PVR repair	\$ 3,000	Mechanical System Upgrade	Yes	Repair to PVR			
Qualicum Beach Elementary	Replacement of Marmolium in the entrance	\$ 30,000	Facility Upgrade	Yes	Removal of ripped marmolium			
Qualicum Beach Elementary	DDC Upgrade	\$ 3,000	Mechanical System Upgrade	Yes	Life cycle replacement			

**FACILITY INFORMATION**

**PROJECT INFORMATION**

**ADDITIONAL INFORMATION**

Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Springwood Elementary	New classroom in lobby area	\$ 55,000	Facility Upgrade	No	Increased enrollment
Springwood Elementary	Vent cleaning entire school	\$ 24,000	Health and Safety Upgrade	No	Clean vents
Springwood Elementary	Replace bathroom dividers	\$ 20,000	Facility Upgrade	Yes	Life cycle replacement
Pass Woodwinds	Replacement of asbestos flooring	\$ 60,000	Asbestos Abatement	Yes	Life cycle replacement
Pass Woodwinds	Sea-Can structure completion	\$ 40,000	Facility Upgrade	No	Program needs
Pass Woodwinds	Roof coverage from tender	\$ 20,256	Roof Replacement	Yes	Overage from tender
Balenas Secondary	Partial help with upgrade to field	\$ 20,000	Site Upgrade	Yes	Field repair
Balenas Secondary	HVAC upgrade to controls	\$ 30,000	Mechanical System Upgrade	Yes	Life cycle replacement
Balenas Secondary	Field Meter x 2 installation only	\$ 3,000	Mechanical System Upgrade	No	Water monitoring
Balenas Secondary	MPR flooring replacement	\$ 50,000	Facility Upgrade	Yes	Life cycle replacement
Balenas Secondary	Theater curtain replacement	\$ 30,000	Functional Improvement	Yes	Non compliant curtains
Kwalkum Secondary	Phase 2 of 3 painting exterior of building	\$ 80,000	Facility Upgrade	Yes	Life cycle upgrade
Kwalkum Secondary	Phase 2 of 2 removal and replacement of library flooring	\$ 30,000	Facility Upgrade	Yes	Life cycle replacement
Kwalkum Secondary	HVAC valve replacement	\$ 10,000	Mechanical System Upgrade	Yes	Life cycle replacement
Kwalkum Secondary	Raised crosswalk and new stairs	\$ 10,000	Site Upgrade	No	Health and Safety of staff and students
False Bay Elementary	Teachage heating upgrade	\$ 10,000	Mechanical System Upgrade	Yes	Life cycle replacement
False Bay Elementary	Window for security	\$ 2,000	Health and Safety Upgrade	No	Safety
False Bay Elementary	Temp. fix to drainage	\$ 2,000	Site Upgrade	No	Temp. fix until drainage is addressed
Springhill Operations Site	Dust control for bus area	\$ 20,000	Site Upgrade	No	To increase the life of the bus fleet
All schools	Fire Safety Plan Updates	\$ 40,000	Health and Safety Upgrade	No	To meet fire Regulation compliance
Arrowview Elementary	Chain link fencing for recycling	\$ 5,000	Functional Improvement	No	Fire Dept. Compliance
Erington Elementary	Structure for housing the Generator	\$ 4,000	Electrical System Upgrade	No	Security for new Genset
Erington Elementary	Install AC unit (pre bought) on roof	\$ 4,000	Mechanical System Upgrade	No	Install on roof
Arrowview Elementary	Install AC unit (pre bought) on roof	\$ 4,000	Mechanical System Upgrade	No	Install on roof
Kwalkum Secondary	Install roll shutters on computer room	\$ 13,685	Facility Upgrade	No	Security of computer room
		\$			
		\$			

FACILITY INFORMATION		PROJECT INFORMATION		ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
		\$			
		\$			
		\$			
Total Estimated Cost		\$			
Total AFG Allocation		\$			
Variance		\$			

Total Estimated Cost \$ 962,941  
 Total AFG Allocation \$ 962,941  
 Variance \$



SD69 QUALICUM

## Board/Authority Authorized Course Framework Template

<p><b>School District/Independent School Authority Name:</b> District 69</p>	<p><b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b></p>
<p><b>Developed by:</b> Michael Kenny</p>	<p><b>Date Developed:</b> Jan 2019</p>
<p><b>School Name:</b> Ballenas Secondary</p>	<p><b>Principal's Name:</b> Rudy Tyrspstra</p>
<p><b>Superintendent Approval Date (for School Districts only):</b></p>	<p><b>Superintendent Signature (for School Districts only):</b></p>
<p><b>Board/Authority Approval Date:</b></p>	<p><b>Board/Authority Chair Signature:</b></p>
<p><b>Course Name:</b> Power Mechanics 11</p>	<p><b>Grade Level of Course:</b> 11</p>
<p><b>Number of Course Credits:</b> 4</p>	<p><b>Number of Hours of Instruction:</b> 110</p>

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:** Existing

## Course Synopsis:

This course is for students interested in advancing the knowledge and skills learned in Power mechanics 10. Students will review engine construction, carburetors and electrical systems. Students will explore multi-cylinder engines in both two and four stroke models. Emphasis will be on trouble shooting, tune-up and reconditioning. Students will learn how to use service and parts manuals to facilitate repairs. The course will build on precision measurement techniques to aid in the students diagnostic abilities. The students will learn how to diagnose engine problems and prepare an estimate of work to be done similar to a small engine shop. The course will look at the environmental impacts associated with gasoline engines. This is a “hands on” course where the students will diagnose and troubleshoot and overhaul small two cylinder engines.

**Rational:** The students in this school have expressed a great interest in taking further courses in this area. Moreover, there is a large demand for small engine and especially marine mechanics in our surrounding area. By offering this program we are first, exposing interested students to an area otherwise closed to them and second, helping them with possible career choices after graduation.

**Relevance:** The theories of operation of small 4 stroke engines are essentially the same as the engines used in most automobiles, motorcycles and large power equipment of today. Therefore, if you master the theory for one, the other is not far behind. In many cases the two are exactly the same and if you realize this when looking under the hood of a modern vehicle, things become a lot less complicated. Along with the theory of operation, the parts of these small engines and the way they are put together is essentially the same as well. Therefore, the skills built while working on small engines more than apply to the larger ones.

**Recycling:** As more and more harmful materials are dumped in our landfills everyday, we all must do our part to make sure we don't create unnecessary waste. Although metal can be easily recycled, the leftover oil and gasoline residues still find a way into our environment. By rebuilding engines we not only prevent all of this, we don't have to buy any new equipment that creates more waste. This means we can save a lot of money along with the environment, and that is always good.

**Restoration:** Many people enjoy the nostalgia associated with old things including power equipment. This creates an opportunity to not only make money but to acquire a rewarding hobby by scavenging and rebuilding old equipment. There is a lot of really nice old equipment out there that just needs a little TLC.

## Aboriginal Worldviews and Perspectives:

Care for the environment and environmental responsibility. Shared learning/knowledge across generations.

**BIG IDEAS**

Shop safety

Engine Theory

Diagnostics  
And  
Troubleshooting

Tactile learning and  
real world Problem-  
solving

Environmental impacts

**Learning Standards**

**Curricular Competencies**

*Students are expected to do the following:*

Students will develop the ability to work safely in a shop environment

Students will gain an understanding of how an engine with two or more pistons operates. They will work in small groups breaking down and reassembling two cylinder Honda engines.

Students will learn how to diagnose potential problems with an engine.

**Content**

*Students are expected to know the following:*

1. Recognize potential hazards in a shop environment
2. Work in a safe and cooperative manner
3. Use power tools safe and effectively

1. Use mechanics manuals and parts manuals.
2. Identify small gasoline engine parts and service tools.
3. Improve their skill in overhauling and troubleshooting small engines
4. Understand the relationship between the moving parts of a two or more cylinder engine.
5. Work safety

1. Use a service manual and parts manual.
2. Identify small gasoline engine parts and service tools.
3. Use specific small engine service tools to a particular degree of accuracy
4. Identify and resolve problems with the workings of an engine

Students will diagnose and repair one or two cylinder engines. They will work on engines from home or friends to hone their diagnostic and repair skills. Students will work up estimates and follow a plan to repair or rebuild the engine. They will learn how to cost and order parts. Students will learn how to explain what they did to fix the motor through an oral presentation.

Students will use the Internet to put a project together explaining the environmental ramifications of small gas powered engines. They will pick an area of interest and present to the class their findings with possible solutions to problems.

1. Use a service manual and parts manual.
2. Identify small gasoline engine parts and service tools.
3. Inventory required tools.
4. Complete a troubleshooting checklist indicating their strategy for repairing the engine.
5. Troubleshoot and repair a "bugged" engine.
6. Complete a job sheet for required maintenance.
7. Present an oral report including a meeting with the customer to present the bill, explain the services and answer customer questions.

1. Identify the environmental impact of gas burning engines
2. Identify the disposal problems of small engines
3. Research a given topic of interest
4. Put a presentation together
5. Provide possible alternatives to clean our environment
6. Display an awareness of our environment and how to preserve it

### **Big Ideas – Elaborations**

Students will develop the ability to work safely in a shop environment

Students will gain an understanding of how an engine with two or more pistons operates. They will work in small groups breaking down and reassembling two cylinder Honda engines.

Students will learn how to diagnose potential problems with an engine.

Students will diagnose and repair one or two cylinder engines. They will work on engines from home or friends to hone their diagnostic and repair skills. Students will work up estimates and follow a plan to repair or rebuild the engine. They will learn how to cost and order parts. Students will learn how to explain what they did to fix the motor through an oral presentation.

Students will use the Internet to put a project together explaining the environmental ramifications of small gas powered engines. They will pick an area of interest and present to the class their findings with possible solutions to problems.

### **Curricular Competencies – Elaborations**

Students will learn marketable skills in the small engine workplace. They will gain an understanding of combustion engine and be able to transfer that knowledge towards the automotive or heavy duty mechanical field making them much more employable in this industry.



## INSTRUCTIONAL COMPONENTS

- Direct instruction
- Demonstrations
- Practical application
- Research
- Group work
- Multi media

## ASSESSMENT COMPONENTS

- 60% practical (shop work)
- 15% quizzes
- 15% project work
- 10 %Attitude and effort

### Recommended Instructional Components:

**Recommended Assessment Components:** Ensure alignment with the Principles of Quality Assessment

**Learning Resources:** **Small Gas Engines: Fundamentals, Service, Troubleshooting, Repair, Applications-**  
Roth, Alfred C. /Publisher: Goodheart-Willcox Pub Published 2003/04

Assorted repair manuals

## 2018 Carbon Neutral Action Report

**Organization name:** School District No. 69 (Qualicum)

This Carbon Neutral Action Report for the period January 1<sup>st</sup>, 2018 to December 31<sup>st</sup>, 2018 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2018 to reduce our greenhouse gas emissions and our plan to continue reducing emissions in 2019 and beyond.

By June 30, 2019 School District No. 69 (Qualicum)'s final CNAR will be posted to our website at [www.sd69.bc.ca](http://www.sd69.bc.ca)

### Executive Summary:

The district concluded the creation of a Board wide Strategic Plan in 2019. This plan included the following items which are applicable to emission reduction:

- Under Values: “Social responsibility and environmental sustainability” and “Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings”.
- As a Guiding Principle: “Stewardship of the public investment in education in our community is crucial. This requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.” We see this guiding principle as including environmental stewardship as part of fiscal responsibility.

Energy conservation is part of our ongoing work. Efforts to conserve energy are included throughout our 5 year capital plan and our Annual Facility Grant projects. In 2018, the district completed the following projects which will directly reduce carbon emissions:

- The district plans to continue evaluating every bus replacement and consider whether to purchase propane over diesel buses. We also continue to review the size of buses required in order to conserve energy.
- During the summer of 2018 the District did a replacement of the boiler at Springwood Elementary.
- During summer 2018 the District constructed a Photovoltaic (PV) array placement on the roof of Oceansid Elementary. This is the third of several planned solar power initiatives that continues to help reduce our use of diesel and natural gas and take advantage of this alternate energy source.
- The district is continuing to make significant improvements to False Bay Elementary, one of our isolated sites, by finding ways to use less energy and alternate energy. We continue to work with local groups to investigate alternative energy solutions which may further reduce or eliminate the use of a diesel generator in the future.

Energy conservation continues to be a goal for the district. Our Operations and Maintenance department has completed several projects that have implemented controls for heat and lights, retrofits for lighting and replacing plumbing fixtures with low flow units. These are all part of the day to day operations as well as project based when Ministry funding permits.

### Emissions and Offsets:

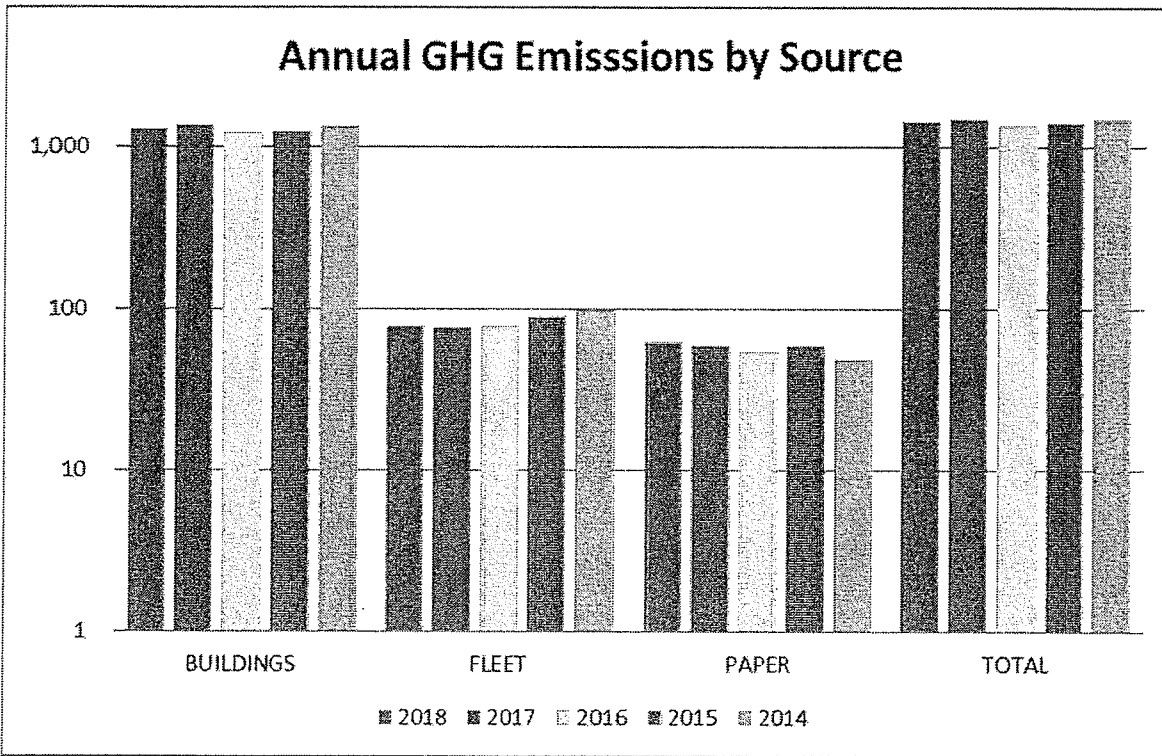
**School District No. 69 (Qualicum) Emissions and Offsets (tCO<sub>2</sub>e)**

GHG Emissions created in calendar year:	2018	2017	2016	2015	2014
Total Emissions	1,945	2,000	1,850	1,876	1,953
Net change	-2.8%	8.1%	-1.4%	-3.9%	
Total Offsets for the Reporting Year	1,442	1,502	1,376	1,403	1,487
Prior Year Adjustments (tCO <sub>2</sub> e)	-				
Net 2018 Offset Requirements (tCO <sub>2</sub> e)	1,442				

## 2018 Carbon Neutral Action Report

**Summary:**

For 2018, School District No.69 (Qualicum) paid \$36,050 to purchase offset credits. The District maintains a bus fleet for which offsets were not purchased. As required by section 5 of the Carbon Neutral Government Regulation, 580.80 tCO<sub>2</sub>e of emissions resulting from the operation of school buses were reported as part of our greenhouse gas emissions for 2018. However, they were not offset as they are out of scope under section 4(2)(c) of the Carbon Neutral Government Regulation.



MAY 15, 2019

Signature

Date

RON AMOS

SECRETARY TREASURER

Name (please print)

Title



## Education Committee of the Whole Report to the Board Meeting of May 28, 2019

- Committee Members:** Trustees Austin, Flynn, Godfrey (facilitator), Kurland, Young  
Keven Elder, Interim Superintendent of Schools  
Gillian Wilson, Associate Superintendent of Schools
- Meeting Location:** Oceanside Elementary School Library
- Meeting Date/Time:** April 16, 2019; 3:30 p.m.
- Other Attendees:** Debbie Comer, MATA; Tandy Gunn, QDPVPA; Andrea Button, DPAC

1. **Presentation and Questions:**
  - Update on provincial pilot of communicating student learning - Tandy Gunn
  - Update on early learning programs in SD69 – Judi Malcolm
2. **Items Discussed:**
  - Protocol and procedures moving forward
3. **Items for Recommendation:**
  - None
4. **Items for Information:**
  - None
5. **Future Agenda Items:**
  - Physical Literacy
  - McCreary Centre Society Report
  - Indigenous Programs
  - Pete the Cat
6. **Next Meeting Date:**
  - Tuesday, May 28<sup>th</sup> at 3:30; Springwood Elementary School Library



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 5056 5003

### ACCEPTABLE USE OF TECHNOLOGY (AUP)

Page 1 of 2

This Acceptable Use Policy (AUP) is applicable to all persons using Technology while studying, working, or visiting in the Qualicum School District.

#### Purpose

The Board of Education of School District 69 (Qualicum) recognizes the value of technology in enhancing student learning and in enhancing the administration and operation of its schools. To this end, and in order to support its mission and strategic priorities, the Board supports the responsible uses of technology that support learning, respect privacy and ensure safety. **Technology is defined as computers, mobile devices including cell phones, software, networks, the Internet, online communications and other technologies. For the purposes of this policy and its related Administrative Procedure technology includes that which is provided by the School District or that which is brought by the user.**

The Board understands that technology-based access to information, collaboration and creativity are vital to intellectual enhancement and productivity. ~~The Board also understands that the Internet is ever-changing and unregulated, and that as such~~ **and that** web-based information is **can be** difficult to control or filter. ~~The Board recognizes that students and staff have opportunities to access, create and distribute inappropriate materials and to conduct themselves in ways that are unacceptable.~~ Therefore, the Board is committed to informing all students and staff of potential risks and benefits that come with access to technological resources, and to ~~imposing~~ **clarifying** expectations and restrictions on uses of information technologies in the school district.

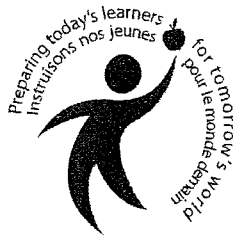
#### Policy

~~This policy and its related Administrative Procedure shall govern the use of computers, mobile devices, software, networks, the Internet, online communications and other technologies (collectively referred to as "Technology"), provided to students and employees, by the Board of Education of School District No. 69 (Qualicum).~~ **Whether provided by the School District or brought by the user, technology is provided to be used only primarily for educational and/or research purposes and for conducting valid School District business. Any other uses that interfere with the security or integrity of the system are prohibited.** The intent is to:

- support and enhance the delivery of educational services to students and provide options; to meet their learning styles, access requirements, and program needs;
- provide tools to improve the efficiency and effectiveness of the business of education;
- enhance opportunities for staff to participate in professional development activities; and,
- communicate with partner groups and the community.

**Limitations on use and responses to inappropriate uses of technology will be in keeping with the Administrative Procedure.**

~~Use of technology and access to the Internet for any other purpose is prohibited including, without limitation, commercial, criminal, obscene, inappropriate or illegal purposes. Use of some~~



ACCEPTABLE USE OF TECHNOLOGY (AUP)

~~technologies may require prior authorization by the School District. The School District reserves the right to restrict the scope of access to individuals or groups. Any user identified as a security risk, having a history of problems with other computer systems or found violating this policy may be denied access.~~

~~Inappropriate or prohibited use may lead to suspension or termination of privileges at the discretion of district administration, and to possible other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts.~~

~~The Board and its representatives make no guarantees about the reliability of the technology it provides and will not be responsible for any damages that may be incurred. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by technology or user errors or omissions. Use of any information obtained or given via the Internet is at the user's risk. The School District denies any responsibility for the accuracy or quality of information obtained through its technology.~~

~~The Board's Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of British Columbia. The Board and any users of district technology are expected to consent to the jurisdiction of the courts of the Province of British Columbia in connection with any action to enforce the provisions of the Board's Acceptable Use Policy.~~

**References:**

- Administrative Procedure: *Acceptable Use of Technology*
- Board Policy 9000: *Freedom of Information and Protection of Privacy – Management and Access to Information*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

ACCEPTABLE USE OF TECHNOLOGY

Page 1 of 4

**Terms and Conditions for Acceptable Use of Technology**

Successful operation of technology requires that users regard technology as a shared resource. It is important that users conduct themselves in a responsible, legal, professional, ethical, and courteous manner while using school district technology and when communicating online using social media tools or other technologies. All other policies, including those on harassment, equity, and proper conduct of employees and students apply to the use of technology.

By using the technology provided by the School District, all users **Users of technology in the School District** will be required to abide by the terms and conditions of this policy. Employees of the School District must sign the agreement in order to gain access to technology. Consistent with the Code of Conduct, all students are bound by the terms and conditions of this Policy.

**Use of technology and access to the Internet for any purpose not related to education is prohibited including, without limitation, commercial, criminal, obscene, inappropriate or illegal purposes. Use of some technologies may require prior authorization by the School District. The School District reserves the right to restrict the scope of access to individuals or groups. Any user identified as a security risk, having a history of problems with other computer systems or found violating this policy may be denied access.**

**Inappropriate or prohibited use may lead to suspension or termination of privileges at the discretion of district administration, and to possible other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts. The Board's Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of British Columbia.**

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The following is a list of requirements which will be shared with all users (at each login, or by signed agreement) and whose violation may lead to suspension or termination of privileges:

**System Security and Integrity:**

1. ~~Breaking into a network is a criminal act.~~ Users may not violate, or attempt to violate, the security or integrity of the School District's computers, data or network.
2. Users are required not to share their passwords or permit others to use their account, and must log off immediately after use to ensure that others may not access their account. Users are responsible for all activity within their account and will be held accountable for any inappropriate activity.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### ACCEPTABLE USE OF TECHNOLOGY

Page 2 of 4

3. Users may not disclose anyone else's user ID, password, network or Internet credentials.
4. Vandalism will result in termination of technology privileges. Vandalism is defined as any malicious attempt to harm or destroy data, equipment, the network or agencies or other networks that are connected to the Internet. This includes deliberately or recklessly exposing the technology to virus infection.
5. In order to enable fair use of technology, system administrator(s) may set quotas for disk/computer usage and usage time limits on some technologies.
6. In order to protect the integrity of the networks and maintain efficiency, the connection of personal technology equipment such as home computers, routers, servers, wireless devices, etc. to District networks is not allowed without the permission and guidance of the District Information Technology staff.

#### **Privacy and Confidentiality:**

1. Use of technology **associated with the School District**, including Internet access and email, is neither private nor confidential and may be tracked. Use of such technology by any individual may be monitored or reviewed by the School District without prior notice. In the case of misuse or suspicion of misuse of the network or services, the School Board reserves the right to access any files/data on the system.
2. The District may block or remove files that are unacceptable or in violation of this Acceptable Use Policy.
3. Parents/guardians have the right, where legally applicable, to request to see the contents of their child's data.
4. Due to the nature of some District approved online technologies being hosted world-wide, it is possible that an individual's full name, student ID, school name, email and classwork may be stored on premises outside Canada. In such cases, parents will provide informed consent the privacy laws of the country hosting the data may apply. Such technologies may only be used in the manner prescribed by the District.
5. The District will not disclose or post a student's personal contact information without the consent of the student's parent/guardian or of the student if of legal age. This includes a student's address, telephone number, school address, work address or any information that clearly identifies an individual student.
6. The District will not disclose an employee's personal information without the consent of the employee.
7. Staff and students shall not post or discuss online, personal information or work related issues including student work, without the permission of all parties involved.
8. When using social media or other websites to enhance classroom education or conduct School District business, personal information including full names may not be posted unless authorized and appropriate measures should be taken to protect the privacy of individuals and content where applicable.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### ACCEPTABLE USE OF TECHNOLOGY

Page 3 of 4

**Other inappropriate or illegal uses of District technology, the Internet and social media tools include, but are not limited to the following:** *[Please be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution. Financial and legal consequences of such actions are the responsibility of the user (staff, volunteer and student) and student's parent or guardian].*

1. You may not use District technology to:
  - Transmit any materials in violation of Canadian laws
  - Store or transmit pornographic materials including sexting
  - Transmit or post threatening, abusive or obscene material
  - Duplicate, store or transmit copyrighted material that violates copyright law
  - Threaten, intimidate, bully or spread rumours about another individual or group
  - Use anonymous proxies to get around content filtering
2. Plagiarism/Copyright/Licensing. Plagiarism is the act of using someone else's words or ideas as your own
  - Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
  - All students and faculty should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused
3. Expected behaviour on social media websites
  - The District strongly urges employees to refrain from friending or following students on social media platforms
  - Employees must at all times conduct themselves appropriately on social media sites and elsewhere, in keeping with professional standards defined by the BC Teacher Regulation Branch (TRB). The standards may be viewed at <https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>
  - Employees are expected to refrain from commenting on the Board as employer, or about any supervisors or co-workers
  - All users are to refrain from posting inappropriate comments
  - All users are expected to not disclose personal or private information about anyone without their consent
4. District technology is meant for educational purposes and as such may not be used for
  - Personal business
  - Product and/or service advertisement or political lobbying
  - Playing network intensive games
  - Harassing other users with unwanted email or spam
5. More information for parents and students on the benefits and risks of using the Internet may be found at the Media Smarts website: <http://mediasmarts.ca/parents>

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

ACCEPTABLE USE OF TECHNOLOGY

Page 4 of 4

**Glossary of Terms**

**Technology** - Computers, mobile devices including cell phones, software, networks, Internet, online communications and other technologies

**Online Communication** - when using Internet based technologies like **such as** email, websites, social media, text messaging, **photo sharing**, etc. Social Media – Facebook, Twitter, SnapChat, Tumblr, Instagram, Flickr, etc. where you can “friend” other users and communicate, exchange or publish information

**Personal Information** - Home phone number, address, health related issues, other personal identification. In the case of students' information this includes the full name. In the case of staff, it is okay to use the full name or business address/phone in official business communiqués in which case, it is not considered personal information

**US Patriot Act** - In the case of data being stored outside Canada, **Frequently Asked Questions** on the US Patriot Act may be found at:

[http://www.tbs-sct.gc.ca/pubs\\_pol/gospubs/TBM\\_128/usapa/faq-eng.asp](http://www.tbs-sct.gc.ca/pubs_pol/gospubs/TBM_128/usapa/faq-eng.asp)

(however please note that data may be stored in countries world-wide, not just the US)

**References:**

- Board Policy **5003**: *Acceptable Use of Technology*
- Board Policy 9000: *Freedom of Information and Protection of Privacy – Management and Access to Information* and its attendant Administrative Procedure



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 5070 5004

#### STUDENT PROMOTION/PLACEMENT

Page 1 of 1

### Policy

The Board of Education believes that the promotion/placement of any student **by grade, course or program**, should be based on the judgement **assessment** of what is best for the student, considering his/her intellectual, social, physical and emotional needs; ~~and take into account the fact that effective education requires the presence of continuous and appropriate challenge to stimulate interest, effort and achievement in keeping with the student's ability.~~

### REGULATIONS

The principals of each school shall establish appropriate promotion/placement policies **practices** and procedures consistent with provincial and district guidelines and requirements, **which will include working with the school-based team.**

~~The principal should ensure that parents of students who may be at risk are familiar with the promotion/placement policies and procedures at the school.~~

~~Promotion/placement in secondary school should be by course.~~

~~Retention of students or placement of students in modified classes or special education programs, shall be made only after consultation with parents.~~

~~Promotion/placement in secondary schools should be by course.~~

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT PROMOTION/PLACEMENT

Page 1 of 1

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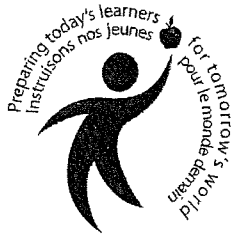
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~~Promotion/placement in secondary schools should be by course.~~

DRAFT

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE



**POLICY**

The Board of Education is committed to maintaining a healthy and safe work environment for all of its employees by implementing and maintaining a comprehensive program of Occupational Health and Safety (OH&S) which complies with the Workers Compensation Act, WorkSafeBC regulations, Workplace Hazardous Materials Information System (WHMIS) requirements and all other relevant occupational health and safety regulations.

**The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment.**

**The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.**

*Reference:*

- *Administrative Procedure: Health and Safety for Employees in the Workplace*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

Page 1 of 7

PURPOSE

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
  - a) the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
  - b) situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
  - c) providing reliable information so employees can successfully fulfill their health and safety responsibilities;
  - d) providing a consistent approach to health and safety throughout the School District;
  - e) establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
  - a) Occupational Health and Safety policy;
  - b) regular inspections;
  - c) written instructions;
  - d) management meetings;
  - e) investigations;
  - f) records and statistics;
  - g) instructions and supervision of workers.

Incident Prevention

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

Page 2 of 7

Due Diligence

5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

8. The Board of Education will take all reasonable steps to:
  - a) endeavor to provide and maintain a healthy and safe working and learning environment;
  - b) establish the policy governing the health and safety program;
  - c) provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
  - a) delegating an annual review of the health and safety program;
  - b) ensuring that the District Leadership Team has awareness of the health and safety program;
  - c) ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to: is responsible for:
  - a) initiateion and superviseion of a District Occupational Health and Safety Plan; of activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
  - b) make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

Page 3 of 7

- c) ~~presentation to the Board, through the Secretary Treasurer, of planning and funding recommendations designed to ensure a healthy and safe working and learning environment in the District.~~  
ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
- d) ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
- e) ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;
- f) ensure adequate instruction, training and education takes place for all staff;
- g) will ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
- h) ensure that regular inspections are carried out at each site on a regular basis;
- i) ensure that all pertinent and required records and statistics are maintained and reviewed.

11. Members of the District Senior Leadership Team will take all reasonable steps to:

- a) provide specific direction on the implementation of the District OH&S Plan the health and safety program within each worksite, assigning delegating tasks as necessary to ensureing their completion;
- b) exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
- c) take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
- d) ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
- e) ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
- f) upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
- g) ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

Page 4 of 7

- h) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
12. Principals, Vice-Principals and other management staff will take all reasonable steps to:
- a) ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
  - b) ensure the health and safety of all workers under their direct supervision;
  - c) be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
  - d) report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
  - e) consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;
  - f) ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
  - g) as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
  - h) establish, maintain and update safe work procedures;
  - i) ensure regular maintenance is carried out on equipment and machinery;
  - j) enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
  - k) encourage incident, accident and hazard reporting;
  - l) carry out regular inspections within their designated areas on site in accordance with the health and safety program;
  - m) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
13. All employees will:
- a) comply with all health and safety directives and regulations;
  - b) perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
  - c) report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
  - d) wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;

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- e) ensure that their ability to work is not impaired;
  - f) refuse to do unsafe work that they have reasonable cause to believe would created an undue hazard to the health and safety of any person.
  - g) report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
  - h) not remove, impair or render ineffective any safeguard provided for protection;
  - i) model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
  - j) cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
  - k) cooperate with the members of the Joint Site Health and Safety Committee.
14. All students are expected to comply with rules, policies and codes of conduct in order to maintain an environment conducive to learning. Students will:
- a) use safe actions in classrooms, hallways, on stairs and outdoors;
  - b) maintain a safe environment and report unsafe conditions.
15. Sub-Contractor /Trade Contractor will:
- a) report to the school office upon first entry to a school property;
  - b) comply with applicable health and safety legislation;
  - c) make arrangements with the General Manager of Operations concerning emergency procedures;
  - d) immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
  - e) providing education, training and enforcing the use of applicable personal protective equipment;
  - f) report of all incidents and injuries; investige and report the findings of all lost time and serious incidents to their representative;
  - g) cooperate with all safety representatives having jurisdiction on their job site;
  - h) maintain good housekeeping;
16. Visitors, Suppliers and Consultants will:
- a) Report to the school office upon first entry to a school property;
  - b) participate and comply with health and safety directives received from the site administrator;
  - c) comply with the School District's health and safety rules;

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- d) wear adequate personal protective equipment;
- e) report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
- f) report any injury sustained on School District 69 property or premises.

17. ENFORCING THE HEALTH AND SAFETY PROGRAM

Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.

18. REVIEW OF THE HEALTH AND SAFETY PROGRAM

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

- 2. ~~Worksite Managers are responsible for:~~
  - ~~implementation of the District OH&S Plan within each worksite assigning tasks as necessary and ensuring their completion.~~
  - ~~ensuring that all WorkSafeBC references and directives are circulated to all employees and filed or maintained so as be readily accessible to all employees.~~
  - ~~supporting and encouraging employee endeavours and suggestions to improve safety practices in the District.~~
- 3. ~~The Board of Education requires the establishment of a District Occupational Health and Safety Coordinating Committee with representation from all employee groups. The District Occupational Health and Safety Committee is responsible for:~~
  - ~~the provision of input and feedback to the General Manager of Operations regarding the District OH&S Plan.~~
  - ~~maintaining an overview of all Site OH&S Committees and acting as a resource for Site OH&S Committees.~~
  - ~~co-ordination of the training of Site OH&S Committees.~~
  - ~~monitoring of accidents and incidents throughout the district.~~
  - ~~circulation of District OH&S Committee minutes.~~
  - ~~raising district employee awareness of health and safety issues.~~
- 4. ~~The Board of Education requires the establishment of a Site Occupational Health and Safety Committee with representation from all employee groups. Each Site OH&S Committee is responsible for:~~
  - ~~meeting monthly to review health and safety issues at each work site and to perform duties as specified by WorkSafeBC regulations and the District OH&S~~

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~~Plan. These duties include but are not limited to the forwarding of recommendations and information regarding specific site OH&S to the District OH&S Committee and to the General Manager of Operations.~~

- ~~5. The Board of Education requires each work site to have a designated First Aid Person with training and qualifications which are in accordance with WorkSafeBC regulations. The Board of Education is responsible for costs associated with the training of designated First Aid Persons. The designated First Aid Person is responsible for:~~
- ~~• providing first aid services to employees.~~
  - ~~• maintaining the currency of his/her certificate.~~
- ~~6. Each individual Employee is responsible for:~~
- ~~• learning and following safe work procedures.~~
  - ~~• correcting hazards or reporting them to supervisors.~~
  - ~~• participating in inspections and incident investigations when requested to do so.~~
  - ~~• using personal protective equipment when required.~~
  - ~~• helping to keep a safe workplace by recommending ways to improve health and safety in the workplace.~~

*Reference:*

- ~~• Board Policy 8004: Health and Safety for Employees in the Workplace~~



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** BC School Trustees Association – Annual General Meeting  
**Meeting Location:** Richmond Conference Centre  
**Meeting Time:** April 25-27, 2019

The theme of the 115th Annual General Meeting was “Supporting Effective Boards of Education.” The Meeting included a keynote, plenaries, our VISTA branch A.G.M., workshops and the School Trustees’ AGM. My choice in writing this report, is to focus on the motions passed at the meeting, while reporting out on the topics of the other events.

### **Pre-conference Sessions:**

Inclusion: What does it Mean in Today’s Classrooms? – Shelley Moore  
Strategic Planning Always Boils Down to People and Relationships – Deborah Grey

### **Keynote:**

Truth and Reconciliation: The Role Educational Leadership Plays in Transforming Canada – Gabrielle Scrimshaw

### **VISTA Branch Meeting:**

Vancouver Island School Trustees Branch is recognized as being well-run and always interesting. My thanks to Eve Flynn for her leadership. This year Eve will serve as Past President.

### **Plenaries:**

- Weaving Love and Joy into the Journey of Truth and Reconciliation – Monique Gray Smith
- Speech from the Minister of Education – Rob Fleming
- Aspiring Towards a Culture of Great Governance: The Role of the Board in Strategy and Governance – Dr. Chris Bart
- Student Presentation – The Queneesh Extreme Super Team Drummers
- Ad Hoc Rotary Club Meeting
- Speech from the Official Opposition Critic for Education – Dan Davies

### **Workshops Attended:**

It’s in the Cards – An Experiential Workshop – Erin Evans

### **AGM Significant Resolutions Summary:**

BC School Trustees Association is a Provincial Partner and advocates for public education. Motions and Resolutions drive the advocacy and are an important part of our work as Trustees. Here is a summary of some of the topics we discussed as motions at the AGM:

- Continued concern about the inappropriate use of the “Evergreen Certificate” especially for Designated and Indigenous students.
- Considerable discussion of Mental Ill-health concerns and requests for further training for all Counsellors, in addition to further requests for funding to support students experiencing mental ill-health

- Considerable discussion and concern about the Funding Model Review and request for more transparency in the process
- Funding requests for increases to all salary increases including Exempt staff members; to cover the cost increases from the Enbridge Pipeline leak; remediation of lead piping to reduce toxic lead in school water systems; implementation of the Clean BC program and mental ill-health
- Installation of seat belts on School Buses and funding to refit current buses
- Recruitment and Retention – in general and specifically with Indigenous Educators
- Support for a regulation body for Educational Assistants
- Harassment regulation for School Trustees
- Support for Todd Stone's Private Members' Bill (Provincial) "Vulnerable Adolescents Protection from E-Cigarettes (VAPE) Act, 2019

Should you be interested in further depth regarding any of the information in this report, please ask me.



## Board Committee Report

Committee Name: **SD 69 Capital Planning Committee**  
Meeting Location: Room 200, School Board Office  
Meeting Time: May 21, 2019; 3:30 pm

### Attendees:

- Trustees Julie Austin (Committee Chair), Eve Flynn, Barry Kurland, Elaine Young, Laura Godfrey
- Ron Amos, Secretary Treasurer
- Gillian Wilson, Associate Superintendent
- Chris Dempster, General Manager of Operations
- John Gunn, IT Manager
- Tony Sarembo, Principal, Springwood Elementary School

### Discussed:

- Project Updates
  - IT Works Update (Wiring and Printer/Copiers) – BSS wire clean-up and consolidate, 2 test devices @ SES using PaperCut App for monitoring use. Install as many devices as possible over the summer in schools.
  - Qualicum Commons Update –sprinkling system to be installed, work to be completed by October 2019.
- 2020/21 Capital Project Funds – numerous School Enhancement Projects that are not addressed in the AFG e.g.: painting, roofs, etc.
- Preliminary 2019/20 AFG Planning - \$960,000 worth of projects including solar for NES, electrical system upgrades, asbestos abatement, health & safety upgrades etc.- to be presented at May 2019 regular board meeting.
- Creation of RDN Oceanside Services Committee - delays in Ballenas Track upgrades - going forward?
- Dialogue re: Long Term Facilities Planning/Next Steps

### Recommendations for Board Consideration:

- THAT the Board of Education of School District 69 (Qualicum) begin a process to determine its support by October 31, 2019 for the placement of modular buildings on school district property for educational purposes.
- THAT the Board of Education of School District 69 (Qualicum) support the placement of modular buildings on school district property for daycare purposes.
- THAT the Board of Education of School District 69 (Qualicum) request staff report back to the Board on options regarding the use of operational savings from utility expenses to establish a capital reserve fund that would be used to support ongoing energy savings projects such as boiler replacements and solar projects.



## SCHOOL DISTRICT No.69 (QUALICUM)

May 6, 2019

Board of Directors  
Regional District of Nanaimo (RDN)  
6300 Hammond Bay Road  
Nanaimo BC V9T 6N2

Dear Board of Directors:

At the regular meeting of the Board of Education of School District 69 (Qualicum) held on April 23, 2019, the following motion was passed:

***THAT** the Chair of the Board of Education of School District 69 (Qualicum) write a letter to the Regional District of Nanaimo Board of Directors requesting that either they keep the Recreation Commission as a separate advisory commission with the representation of a school board trustee and community members, or that they place a school board trustee as well as community members as voting participants on their newly formed Oceanside Services Committee.*

While our Board recognizes that committee structures and appointees are the work of the RDN Board of Directors, we feel that the school district holds a unique vision of the recreational needs within our communities; for students, parents and over 700 employees. The school district also has considerable assets, both buildings and field/green space, some of which are already used by the RDN. We believe that input from school board trustees and community members would be valuable to the discussions regarding recreational needs for the Oceanside community.

We hope that further consideration be given to include school board trustee and community member appointees to the Oceanside Services Committee.

Sincerely,

Eve Flynn, Board Chair

c: SD69 Trustees  
K. Elder, Interim Superintendent of Schools, SD69  
R. Amos, Secretary Treasurer, SD69

File: 0530-01