



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

May 14, 2019 at 6:00 p.m.

School Board Office

Agenda

Call to Order

Opening Acknowledgement

"We would like to give recognition and honour to all the Indigenous peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

April 9, 2019 – Regular Board Meeting Minutes

Report on In-Camera Meeting from April 9, 2019

The Board discussed personnel issues, properties/facilities, and business items.

Correspondence

Nil

Business Items

1. Superintendent's Report

- April 2019 Report (Attachment)
- School Fees (Attachment)

MOTION: "That the Board of Education approve the School Fees as presented."

- Field Trips (Attachment)

MOTION: "That the Board of Education give final approval to the Hills Are Alive Field trip as presented."

2. Secretary-Treasurer's Report

- April 2019 Report (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)

3. Director of Learning Report

- April 2019 Report (Attachment)

4. Presentation at 6:30 p.m.

- GFSS Delegation -- Students with Diversity Ready to Graduate.

5. Talking Break

How do LST Services impact student confidence and prepare them for transitioning to adulthood?

6. Extension of Auditor Appointment (Attachment)

7. Student Trustee

8. BCSTA AGM Report

9. Committee Reports

- Indigenous Committee
- Finance Committee
- Operations Committee
- Audit Committee
- Policy Committee

MOTION: "That the Board approve and adopt Policy No. 4001 – Tobacco, Cannabis and Vapour-Free Schools, as amended."

MOTION: "That the Board approve and adopt Policy No. 5030 – School Grade Retention/Acceleration, as amended."

MOTION: "That the Board approve and adopt Policy No. 5132 – Use of Physical Restraint."

MOTION: "That the Board approve for circulation Policy No. 5060 – Integration of Special Needs Students."

MOTION: "That the Board approve for circulation Policy No. 2005 – Disposal of Land and Buildings."

10. Trustee Reports

- | | |
|----------------------------------|----------------------|
| • Rec Commission | * BCPSEA |
| • BISM | * OLRC |
| • BCSTA Kootenay Boundary Branch | * Community Literacy |
| • PAC Highlights | |

11. Around the Boundary April 2019

Trustee Activities and Upcoming Events

- | | |
|-----------------------|---|
| • Graduation Dates | BCSS -- June 8, 2019 11 a.m. at Midway Arena
WDC – June 14 - 3 to 5:00 p.m. at WDC
GFSS – June 15 - 2:00 p.m. at GF Arena |
| • Last day of classes | June 27, 2019 |

Future Agenda Items

Next Board Meeting: June 11, 2019
School Board Office

Adjournment

QUESTION PERIOD

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday, April 9, 2019 at the Boundary Learning Centre

The Chairperson called the meeting to order at 6:05 p.m.

Present:	Mrs. C. Strukoff	Chair
	Mrs. R. Zitko	Vice Chair
	Ms. B. Bird	Trustee
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mrs. J. Massey	Trustee
	Mrs. L. Van Marck	Trustee
	Mr. K. Minette	Superintendent
	Ms. M. Burdock	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning
	Ms. A. Lautard	Director of Learning Designate

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

Sarah Bond, co-teacher 4-schools, presented on the value of teacher co-teaching/coaching to promote inclusive classrooms and pedagogical shifts.

Talking Break

Discussed the value of teacher co-teaching/coaching to promote inclusive classrooms and pedagogical shifts.

Adoption of Agenda

MOVED Zitko
2ND Massey

[“That the Agenda for April 9, 2019 be adopted as amended with Presentations/Delegations and Talking Break being moved to the beginning of the meeting.”](#)

CARRIED

Adoption of Minutes

MOVED Zitko
2ND Massey

[“That the March 12, 2019 Regular Board Meeting minutes be adopted as circulated.”](#)

CARRIED

Report on In-Camera Meeting from March 12, 2019

The Board discussed personnel issues, properties/facilities, business items, as well as the Big White Preschool and Perley Rewilding Proposals.

Correspondence

Nil

Business Items

1. Superintendent's Report

The Superintendent presented the report for March 2019. He informed the Board that Public Health will be contacting principals for information on immunizations for measles vaccinations.

2. Secretary-Treasurer's Report

Secretary-Treasurer Burdock presented the Operations/Transportation report for March as well as the enrolment and expenditure reports to date.

3. Director of Learning

Director of Learning Lacey reported on meetings in and out of the District, as well as the Early Initiative Action grant.

4. Committee Reports

Nil

5. Trustee Reports

- Trustee Massey gave an update on the Recreation Commission meeting
- Trustee Zitko reported out from the BISM meeting
- Trustee Zitko reported on the Big White and Beaverdell PAC meetings, and Trustee Strukoff reported on the Christina Lake Elementary PAC meeting.

6. Around the Boundary

Around the Boundary was presented.

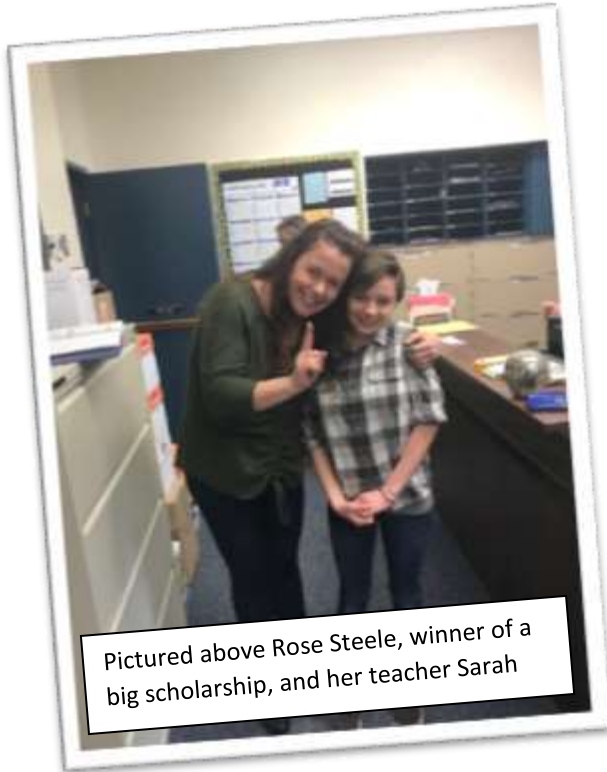
Meeting adjourned at 7:28 p.m.

Chairperson

Secretary-Treasurer



Ken Minette
Superintendent of Schools
Month-End Report March 2019



Pictured above Rose Steele, winner of a big scholarship, and her teacher Sarah

School Visitations

I visited Perley, GFSS, Midway and BCSS.

District Planning

Financial Framework for Supporting Student Success (Budget 2019/20)

- Input from stakeholder groups has been very helpful to guide budget decisions
- As we make decisions we've kept a focus on our main goal which is enhancing student success
- Some budget requests from school principals have already been managed through existing funds or will be through AFG/SEP funding. Process has allowed new management team to be more aware of school needs.
- Board will finalize budget at June board meeting

Meeting #5 – May 21 Budget Recommendations and Budget Considerations Meeting # 6 – June 11 – Final Budget Decisions 2019-2020

- **Teacher Staffing**

- First significant round of teacher postings will start mid May
- Postings are ready – just firming up final details
- 110 minutes PREP time for Elementary teachers
- Need for Learning Services Teachers
- High schools are in process of timetabling.
 - Determined required course offerings and assigned to teachers
 - Running timetable and assigning students to courses is next step

- **Strategic Plan**

Initial Steps

- Review past SD51 Strategic Plans and compare to other district strategic plans
- Develop a timeline
- Develop an engagement tool for an environmental scan of stakeholder groups related to FFESL, Facilities, Tech, and HR.

- **Measles Update**

The Province has launched a measles immunization catch-up program to help B.C. families ensure their children are protected from measles. SD51 schools are being contacted by Public Health Nurses to update student information and will soon be doing immunizations at school sites.

District Successes

Youth Train in Trades

- Caleb Tomlin – GFSS - TRU Welding – Won regionals for Caribou Regional Skills Competition at TRU. Went on to Skills BC Competition at Tradex Center, Abbotsford.
- Jack Thomas - GFSS – Heavy Duty Equipment Technician – top marks in class “demonstrating excellent hands-on skills”.
- Dawson Thomas - Construction Program – on track to be on Dean's List if he keeps pace up.

Grant at BCSS – Harvest Bin Project – BC Agriculture in the Classroom

- Supports place-based, hands on learning and long term project-based learning
- Offers direct connections for cross curricular connections to Home Ec and Science courses regarding sustainable resources
- Connects students more deeply to agriculture from caring for soil to plant cycles, pollination, etc
- 5 raised bins, 2 yards soil, plants, seeds, and a visit from BCAITC rep and a local farmer to conduct a start up workshop
- Maintenance is building a fenced area with irrigation to support this project

Cookies for Cancer - BCSS

On Wednesday, April 17th, students from BCSS sold yellow cancer ribbon cookies for a minimum donation of \$1 for 2 cookies. They raised \$602 for Bobby, one of their Grade 11 students who is battling cancer. The cookies were made by the ADST Foods 8 and Food Studies 11/12 classes. Jen MacFarlane, who coordinated, was “touched by the generosity of students and staff”.

Art Attack – After School Art Program Celebration

Art Attack is a two-week show held at Grand Forks Art Gallery displaying the work of students who participate in the After School Art Initiative. Forty-six students in grades 4 to 7 from Hutton and Perley attend the program.

Upcoming Event -- Computational Thinking Day

About 100 students from elementary schools will participate in an engaging day of STEM challenges including impromptu activities using Spheros, Lego Wedos, Makedos and paper bags. Check it out at GFSS on May 30th from 9:45 a.m. to 2:15 p.m.



DLT team connecting their book study through creative, hands on learning

Meetings out of the District

Attended:

- BCSTA AGM - April 25 - 27 – Sheraton Vancouver Hotel
- BCSSA Spring Conference – April 26 – Westin Bayshore Vancouver
- Superintendents Meeting - May 9 – Hilton Vancouver

Meetings in District

- ✓ Apr 10 District Leadership Team Meeting
- ✓ Apr 11-12 BCSTA West Kootenay Boundary Regional Trustee Seminars
- ✓ Apr 15 Intentional Inquiry with Leyton Schnellert and WKTEP/EKTEP Hub
- ✓ Apr 17 Perley Rewilding updates/plans
- ✓ Apr 18 Meeting with Speech Pathologist
- ✓ Apr 23 Meet with CUPE and Policy Meeting
- ✓ Apr 24 Meet with CUPE
- ✓ Apr 25 & 27 BCSTA AGM
- ✓ Apr 26 BCSSA Spring Conference – Dylan Williams – Formative Assessment
- ✓ May 2 Discussion regarding accessibility to playground activities for students with limited physical functioning
- ✓ May 6 Meeting with BDTA
- ✓ May 7 Meeting at Fire Dept – Emergency Response Plan for Flooding
- ✓ May 8 DLT Meeting
- ✓ May 9 Superintendent Meeting

Year End Trips

CLES 26, Gr. 6/7 Students - Trip to Vancouver
June 17-20 – Royal BC Museum, Bug Zoo,
Maritime museum, UVIC and Crystal Pool

Hutton 36, Gr .7 students – Trip to Camp Owaissi
June 11-13

Perley Gr 6/7 - full day trip to Kelowna for various
activities
Gr 4/5 - day trip to Osoyoos waterslides

WBES Out of town trip to Vancouver planned for
next year
- Mystery trip for whole school to
someplace very fun found in a city that
starts with an O and ends with an S



LipSync Battles - Perley

Greenwood - Out of town trip to Vancouver planned for next year. History of Rock N' Roll Concert
Fundraiser happening on Thursday May 16th at The McArthur Centre (Greenwood Community Hall) at 6pm.

Extracurricular Events			
School	Event	Employee/Volunteer	Times travelled
BCSS	Jr Girls	Teacher & parent	7 to 10
	Sr Girls Bakset ball	Teacher & parent	7 to 10
	Jr Girls Volleyball	Teacher & parent	7 to 10
	Sr. Boys Volleyball	Teacher & parent	7 to 10
	College Visits	Teachers	2
	Boys 8-12 soccer	Teacher & parent	7 to 10
	Girls Soccer	Teacher & parent	7 to 10
	Ski Trips	Teachers	2
	Golf team	Staff	5
	Drama & Musical Theatre	Teacher	2
	Woodwork Fieldtrip	Teacher	3
	Boys Basketball	Parent	5
GFSS	Sr. Boys Basketball	Volunteer	14
	Sr. Girls Basketball	Volunteer	14
	Jr. Boys Basketball	Employee	12
	Jr. Girls Basketball	Employee	10
	Gr. 8 Boys Basketball	Employees	8
	Gr. 8 Girls Basketball	Voluneer	6
	Boys Volleyball	Volunteer	2
	Sr. Girls Volleyball	Employee	8
	Jr. Girls Volleyball	Volunteer	8
	Gr. 8 Girls Volleyball	Employee	6
	Sr. Boys Soccer	Employee	4
	Jr. Boys Soccer	unknown	unknown
	Boys Rugby	Employee	5
	Girls Rugby	Volunteer	5
	Sr. Girls Soccer	Volunteer	6
	Jr. Girls Soccer	Employee	4
	Track/Field	Voluneer	3
	Cross Country Running	Employee	3
	Golf	Employee/Volunteer	5
	Curling	Volunteer	Community based
Perley	6/7 Volleyball	Teacher	3
	6/7 Soccer	Teacher	3
	6/7 Basketball	Teacher	3
	Track/Field (4-7)	Teachers	On site
	Intermediate Band	Teacher (Hutton)	1
Christina Lak	4-7 Soccer	Teacher	4
	4/5 Basketball	Teachers	2
	6/7 Basketball	Volunteer	6
	4/5 Volleyball	Teacher	4
	6/7 Volleyball	Staff Member	6
	4-7 Track	All Staff	1

	Band 4-7	Teacher	2
Big White	4-7 Soccer	Teacher	2
	4-7 Track	Teacher	2
Hutton	6/7 Soccer	Teacher	3
	4/5 Volleyball	Teacher	2
	6/7 Volleyball	Teacher	3
	4/5 Basketball	Volunteer	Unknown
	6/7 Basketball Girls	Volunteer/Teacher	3
	6/7 Basketball Boys	Teacher/Volunteers	3
	District Spelling Bee	N/A	1
	Gr 2/3 Mobetta Farms	Teachers	1
	Gr 4/5 Outdoor Placebased	Teacher	Many
	District Track Meet	N/A	1
	Grade 7 transition/celebration trips	Teachers/parents	1
	Band Fun Day	Teachers	1
	AbEd trip	Teachers	1
	Grade3/4/5 Field trip	Teachers	1
	Grade 1/2 Field Trip	Teachers	2
	More -- Performances & Student Opportunitites at Hutton		5
WBES/BES	Intermediate Soccer	Teacher	4
	Intermediate Volleyball	Teacher	6
	Intermediate Basketball	Teacher/Volunteer	6
	Track/Field	Teachers	1
	Computational Technology Day	Teachers	1
	Reading Link Challenge	Teachers	1
	Spelling Bee	Teacher/Volunteer	1
	AbEd Day	Teachers/Volunteer	1
	Ski Days	Teachers/Volunteer	4
	Winter Survival Day	Teachers/Volunteer	1
	Kettle Valley Park Day	Teachers/Volunteers	2
	Art Gallery/Museum	Teachers	1
	Drama Production (Midway)	Teachers	1
Walker	Bimonthly outdoor education fieldtrip	Teachers	10
	Ski trip	Teachers	2
	Community Arts Program	Teachers	5
	Selkirk College	Teachers	1




**BCSS
School Fees
2019 - 2020**

Our school has fees	Y	*	N	
	Amount			
ELEMENTARY				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$
• Ski Program				\$
• Swim Program				\$
• Other				\$
SECONDARY				
Student Council Fee				\$10.00
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$50.00
• Band				\$
• Sports Team Fees				\$75.00
• Hockey Academy				\$250.00
Financial Hardship Information:				\$
• No child is left behind for financial reasons				
Comments:				
Signature: <i>RMM</i> <i>May 6, 2019</i>				



Big White Community School
School Fees
2019-2020

Our school has fees	Y	✓	N	
	Amount			
ELEMENTARY				
• Bus Trips (in District) – 4 trips per year	\$15/student			
• Bus Trips (out of District) - 6 trips per year	\$80/student			
• School Agenda – PAC will cover this for 2018-2019	n/c			
• Ski Program – donated to school	\$0			
• Swim Program	n/a			
• Skating Program - free	\$0			
• Day trips during year (admission costs) – 6 trips per year	\$80/student			
SECONDARY				
Student Council Fee	\$			
Elective Course Fees:	\$			
Other Optional Expenses:				
• Locks	\$			
• Grad Ceremony Fee	\$			
• Sports Team Uniform Deposit	\$			
• Yearbook	\$			
• Band	\$			
• Sports Team Fees				
• Other	\$			
Financial Hardship Information:	\$			
• All students are included regardless of ability to pay. Parent Advisory Council will assist where necessary.				
Comments: BWCS Parent Advisory Council purchases school supplies in bulk then charges parents a flat rate of \$30-50 per child for student supplies for the year. No fee is charged by the school for this service. PAC will also cover the cost of agendas for students.				
Signature: 		Date: May 7, 2019		




Christina Lake Elementary School
School Fees
2019-2020

Our school has fees	Y	✓	N	
				Amount
ELEMENTARY				
• Bus Trips (in District)				\$ n/c
• Bus Trips (out of District)				\$ n/c
• School Agenda				\$5
• Ski Program				\$80-150
• Swim Program				\$ n/c
• Field Trip (6/7 year end trip)				\$20-180
• Field Trip (primary, 4/5)				\$10-50
• Sports Team Uniform Deposit (6/7)				\$60
• Student Leadership Conference (6/7)				\$45
• Other pursuits (golf \$2, curling \$2)				\$10
•				
SECONDARY				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information:				\$
<ul style="list-style-type: none"> All students are included regardless of ability to pay. Parent Advisory Council provides monetary assistance where necessary. 				
Comments:				
Signature:				
				Date: May 7, 2019



**MES-GES
School Fees
2019-2020**

Our school has fees	Y	X	N	
	Amount			
ELEMENTARY				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$10.00
• Ski Program				\$50.00/trip (K-3 once, 4-7 three times)
• Swim Program				\$
• Other				\$
SECONDARY				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information:				\$
• All students are included in ski program, regardless of financial situation.				
Comments:				
Signature:		Date:		
		May 6, 2019		



John A. Hutton Elementary

School Fees

2019 - 2020

Our school has fees	Y	N
	Amount	
ELEMENTARY		
• Bus Trips (in District)	\$	
• Bus Trips (out of District)	\$	
• School Agenda	\$5.00	
• Ski Program	\$130.00max	
• Swim Program	\$20.00	
• Kindergarten for cooking and crafts	\$10.00	
SECONDARY		
Student Council Fee	\$	
Elective Course Fees:	\$	
Other Optional Expenses:		
• Locks	\$5.00	
• Grad Ceremony Fee	\$	
• Sports Team Uniform Deposit	\$	
• Yearbook	\$	
• Band	\$	
• Hockey Academy	\$	
• Sports Team Fees	\$	
• Other	\$	
Financial Hardship Information: No child is ever prevented from participating in any event due to financial hardships.		
Comments: If bus trips are planned the fees usually come out of the bus grant, ABED, the sports programs or paid through fundraising. PAC also contributes greatly to our programs.		
Signature:	Date:	



Dr. D. A. Perley Elementary School
School Fees
2019 - 2020

Our school has fees	Y	N	
	Amount		
ELEMENTARY			
• Bus Trips (in District)			\$2.00
• Bus Trips (out of District)			\$3.00
• School Agenda			\$8.00
• Ski Program			\$42.00-99.00
• Swim Program			\$15.00
• Other – Skating (K-7) Skate Rentals			\$2.00
SECONDARY			
Student Council Fee			\$
Elective Course Fees:			\$
Other Optional Expenses:			
• Locks			\$
• Grad Ceremony Fee			\$
• Sports Team Uniform Deposit			\$
• Yearbook			\$
• Band			\$
• Sports Team Fees			
• Other			\$
Financial Hardship Information:			\$
•			
Comments:			
<div style="display: flex; justify-content: space-between;"> <div>Signature:</div> </div>			



(West Boundary Elementary School &
Beaverdell Elementary School)

School Fees
2019 - 2020

Our school has fees	Y	✓	N	
	Amount			
ELEMENTARY				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$ 10
• Ski Program (lift ticket , lesson, rental)				\$ 47 / day
• Swim Program				\$
• Other				\$
SECONDARY				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information: Students will receive a school agenda and an opportunity to ski in situations of financial hardship.				\$
Comments:				
Signature: <i>Angela Bragg</i>				



Grand Forks Secondary
School Fees
2019 - 2020

Our school has fees	Y	N	
	Amount		
Athletic Fee Breakdown			
• Sr Basketball / Sr Volleyball	\$200		
• Jr Basketball / Jr Volleyball / Baseball / Sr Soccer	\$150		
• Gr 8 Basketball / Gr 8 Volleyball / Jr Soccer / Rugby	\$100		
<p>Sport team fees are based on a tier system which is designated by the level of team travel and tournament participation. These team fees cover expenses such as: referee costs, tournament entry fees, tape/cold packs, coaches expenses, uniform replacements and sport specific equipment</p>			
<ul style="list-style-type: none"> Bus fee: Athletes may be required to pay a per trip transportation fee once the team has used up its board travel allocation. This fee will depend on the mode of transportation and will be calculated based on the number of athletes participating 	TBD		
<p>* At the discretion of the Athletic Director, partial refunds may be issued to parents when a season has been shortened or the number of competitions has been less than anticipated (this does not apply to students who quit partway through a season).</p>			
SECONDARY			
Student Council Fee	\$20		
Elective Course Fees:	\$TBD		
• Auto/Metal	\$50		
• Foods	\$20		
Other Optional Expenses:			
• Locks	\$8		
• Grad Ceremony Fee	\$25		
• Yearbook	\$40/45		
• Band	\$Varies		
• Hockey Academy	\$NA		
• Lost Textbooks	\$ 30-50		
<p>Financial Hardship Information: GFSS has recommended the following fee structure with the understanding that no student will be prevented from participation due to financial hardship. A fund is created each year by the school to assist those students in need. Any request for support should be directed to either the school Principal or Athletic Director.</p>			
Signature: B.Foy		Date: May 2, 2019	



Walker Development Centre
School Fees
2019 - 2020

Our school has fees	Y		N	X
	Amount			
ELEMENTARY				
• Bus Trips (in District)	\$			
• Bus Trips (out of District)	\$			
• School Agenda	\$			
• Ski Program	\$			
• Swim Program	\$			
• Other	\$			
SECONDARY				
Student Council Fee	\$			
Elective Course Fees:	\$			
Other Optional Expenses:				
• Locks	\$			
• Grad Ceremony Fee	\$			
• Sports Team Uniform Deposit	\$			
• Yearbook	\$			
• Band	\$			
• Sports Team Fees				
• Other	\$			
Financial Hardship Information:	\$			
•				
Comments:				
Signature:				



SCHOOL DISTRICT No. 51 (Boundary)

FIELD TRIP FORM #4

Class or Group Trip - 5 Days or More

*****Requiring Board Approval*****

*Approval in Principle required from Superintendent 4 months in advance

*Final Approval required from Board 2 months in advance

*If trip includes moderate risk activities complete a "Moderate Risk Form"

TEACHER Wanda Hecht SCHOOLS HUTTON CHRISTINA LAKE
PERLEY GPSS
 DATE OF APPLICATION APRIL 24, 2019 DATE OF TRIP WBES GES
JUNE 5 TO JUNE 10
 ACTIVITY/DESTINATION ALBERTA/B.C. INDIGENOUS CULTURAL EXPLORATION 2019
AND METIS FESTIVAL
 GRADE(S) 7 to 10 SUBJECT Indigenous Studies

PLANNING:

GOALS OF TRIP Understanding / Residential school, music and dance + art
Exploring a large variety of Indigenous territory.
Unesco Historic site - Head Smashed in

ATTACH OUTLINE OF EDUCATIONAL ACTIVITIES (OUTLINE FOR PARENTS)

Include educational activities prior, during and after the trip; worksheets and projects if applicable; names of chaperones; and itinerary. Will be receiving educational kit from Head Smashed in.

DATE OF PARENT INFORMATION MEETING (as required by policy) May 6 @ 5:00pm Hutton

Number of Students Involved 16 Number & Names of Chaperones Anna-Lise Hanlon
Wanda Hecht Joan Holmer
Carol Mitchell Doug Willie
Eginette Wheeler Jacqueline Lessard
Bus Driver

TRIP COSTS:

METHOD OF TRAVEL	<u>Bus + driver (\$4400.00) gas extra car (\$250.00)</u>	\$ <u>4650.00</u>
LODGING ARRANGEMENTS	<u>Univer of LETH, GYUWATER CABIN, HOTEL</u>	\$ <u>2925.00</u>
MEALS	<u>included at event - days of travel x 5 meals x 24 people</u>	\$ <u>1228.00</u>
ADDITIONAL	<u>Event tickets \$3240.00 Head Smashed \$300.00</u>	\$ <u>4400.00</u>
	<u>St. Eugene \$460.00 Crafts/ART 400.00</u>	
	TOTAL COSTS	\$ <u>13,203.00</u>

SOURCE OF FUNDS: (If more space is required, use back of form)

SDSI - Mental Health Funding \$ _____
 \$ _____
 \$ _____

- ☒ I have read the School District Field Trip Policy
- ☒ I have completed the Field Trip Qualification Checklist (Appendix B) attached
- ☒ I have completed the Moderate Risk Form if required

Approved By [Signature]
 Principal

[Signature]
 Teacher

 Superintendent of Schools

PLEASE NOTE: *A follow-up report is to be submitted to the Principal



School District No. 51 (Boundary)
Moderate Risk Activity

Page 1 of 2

Location: <u>Cypress Hills</u>	Date: <u>April 27/2019</u>
Activity: <u>Cultural Festival</u>	
Checklist:	
<input checked="" type="checkbox"/>	Lead teacher has familiarized self with District Field Trip Policy (3060)
<input checked="" type="checkbox"/>	Parent Consent Forms completed
<input checked="" type="checkbox"/>	Chaperone ratio met: <u>2 to 1</u>
<input type="checkbox"/>	• K – Grade 3 students – 11:1
<input type="checkbox"/>	• Grade 4 – 12 students – 15:1
<input checked="" type="checkbox"/>	• Chaperones have received Chaperone Letter (Appendix D) <u>(will have)</u>
<input checked="" type="checkbox"/>	Transportation safety risks anticipated and policy requirements met
<input checked="" type="checkbox"/>	Preparation of student lists and contact numbers completed and copies held by supervising teacher and school office
Trip Information	
Bicycle Trips	
<input type="checkbox"/>	Bikes checked for mechanical safety <u>X</u>
<input type="checkbox"/>	Suitable safety helmets/parent approved <u>X</u>
<input checked="" type="checkbox"/>	Guide cars (if on highway)
<input checked="" type="checkbox"/>	First aid kit
Swimming	
<input checked="" type="checkbox"/>	Certified life-guard present (ratio of 30 students to 1 life-guard) <u>(Pool)</u>
<input checked="" type="checkbox"/>	First aid kit
Skating	
<input type="checkbox"/>	Suitable safety helmet/parent approved <u>X</u>
<input type="checkbox"/>	First aid kit <u>X</u>
Skate-boarding/roller-blading	
<input type="checkbox"/>	Suitable safety helmet/parent approved <u>X</u>
<input type="checkbox"/>	First aid kit <u>X</u>
Ski Trips/Winter Activities (including snowboarding)	
<input type="checkbox"/>	Teacher(s) have completed Regular Day Ski/Snowboard Trip Form (Appendix F)
<input type="checkbox"/>	Educational training and safety instructions occurs prior to ski trip/winter activity
<input type="checkbox"/>	Suitable safety helmets/parent approved
<input type="checkbox"/>	First aid kit
<input checked="" type="checkbox"/>	Ski/boardng lessons arranged with mountain for all students

Moderate-Risk Field Trip – see Appendix A for list of activities that qualify	
<input checked="" type="checkbox"/>	Completion of Field Trip Qualification Checklist (Appendix B)
<input checked="" type="checkbox"/>	Trained certified instructor is in place
<input type="checkbox"/>	Detailed Emergency Response plan in place <i>will have</i>
<input checked="" type="checkbox"/>	Instruction by certified instructors up to the level and under the conditions provide for the certification
<input checked="" type="checkbox"/>	Lead teacher/instructor has prior knowledge and understanding of the area being used for instruction (has map of instruction location)
<input checked="" type="checkbox"/>	Pre-education training and safety instruction for students to take place prior to activity, both at school and at the activity area
Teacher Signature: <i>Wanda Dech</i>	Principal Signature: <i>[Signature]</i>

APPENDIX B

Field Trips Qualifications Checklist

The teacher in charge should complete this checklist and return it to the Principal for the initial planning stages of the activity. The Principal will use this checklist in conjunction with discussions with the teacher in charge to determine the risk tolerance of the activity.

Instructions: Rate each of the following sub categories out of a possible 3 marks.

(0 = Unqualified, 1 = Minimally Qualified, 2 = Moderately Qualified, 3 = Qualified)

(0 = High Risk, 1 = Moderate Risk, 2 = Low Risk, 3 = Minimal Risk).

Add up your scores and plot your total score on the Qualification/Preparedness Continuum.

Activity & Date: Field trip to Cypress Hills Lead Teacher: Wanda Hecht
June 5 - June 10

Training & Experience Unqualified Minimally Moderately Qualified

	Qualified	Qualified				
Local Knowledge			0	1	2	3
Certification/Qualifications			0	1	2	3
Equipment			0	1	2	3
Proven Decision Making Ability			0	1	2	3
Field Trip Experience			0	1	2	3
First Aid Training			0	1	2	3
Instructional Experience			0	1	2	3
Student Preparation			0	1	2	3
Chaperones/Supervisors			0	1	2	3

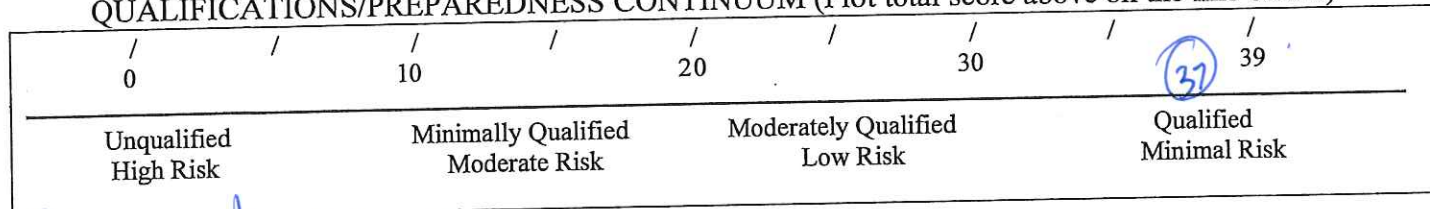
Location	High Risk	Moderate Risk	Low Risk	Minimal Risk
Severe Weather Probability	0	1	2	3
Terrain	0	1	2	3
Isolation	0	1	2	3
Environmental Hazards/Conditions	0	1	2	3

TOTAL = 27 / 39

Potential Hazards: Some remote areas enroute.

Other (A statement(s) regarding such factors as Emergency services availability, access to communications or other factors as may be applicable: Some remote areas - no reception enroute

QUALIFICATIONS/PREPAREDNESS CONTINUUM (Plot total score above on the line below)



Wanda Hecht
Teacher's Signature

Principal's Signature

Approved Yes ☐ No ☐

Date

HILLS ARE ALIVE WORKSHOPS

JUNE 5-10

YOU WILL HAVE TWO AND ½ DAYS TO ATTEND WORKSHOPS

Please check the activities you are interested in:

Music Workshops:

Fiddle_____

Piano_____

Guitar_____

Mandolin_____

Banjo_____

Bagpipe/Chanters_____

Metis Jigging_____

Square Dancing_____

Sash Finger Weaving_____

Capote making_____

Metis Beading_____

Hand Drum Making_____

Dream Catchers_____

Medicine Bags_____

Medicine Wheels_____

Friendship Bracelets_____

Jiggerman Dolls_____

Rock Climbing_____

Zip Lining_____

There are additional activities for in the evenings and between workshops like: Native games as well as Metis History, Elder Storytelling and Michif Lessons and Genealogy Resource venues. There will be music and dance performances in the evening.

Additional activities for the other days in our field trip:

There will be a tour at St.Eugene's Residential school on June 5 Wed.

We will stay in the University of Leathbridge on June 5, and possibly swimming in the public pool.

We will stay in Cypress Hills on June 6,7,8.

On June 9 we will stay in a hotel in Fort McLeod.

June 10 we will be touring Head Smashed in Buffalo Jump of the Blackfoot Plains People.



SCHOOL DISTRICT No. 51 (Boundary)

FIELD TRIP FORM #3

Class or Group Trip – 4 Days or Less

*****Requiring Superintendent Approval*****

*Approval in Principle required from Superintendent 3 months in advance

*Final Approval required from Superintendent 45 days in advance

*If trip includes moderate risk activities complete a "Moderate Risk Form"

TEACHER K. Rezanoff + R. MacGregor SCHOOL CLES
DATE OF APPLICATION May 2, 2019 DATE OF TRIP June 17-20, 2019
ACTIVITY/DESTINATION Victoria - Royal BC Museum, Bug Zoo, Maritime Museum - itinerary
GRADE(S) 6 + 7 SUBJECT Socials, Science, Math, PE, Personal Planning
PLANNING:
GOALS OF TRIP Educational / Curricular experiences and celebration of our year of learning together

ATTACH OUTLINE OF EDUCATIONAL ACTIVITIES (OUTLINE FOR PARENTS)

Include educational activities prior, during and after the trip; worksheets and projects if applicable; names of chaperones; and itinerary.

DATE OF PARENT INFORMATION MEETING (as required by policy) Tuesday - May 7, 6pm

Number of Students Involved 26

Number & Names of Chaperones 6

Kirsten Rezanoff, Ryan MacGregor
Kim Bartlett, Sheldon Weigel
Kristy Zamec, Jeff Moss

TRIP COSTS:

METHOD OF TRAVEL	<u>Queen City Charters - Coach, Ferry</u>	\$ <u>7700 -</u>
LODGING ARRANGEMENTS	<u>Uvic residences</u>	\$ <u>3600 -</u>
MEALS	<u>Various venues + varieties - see itinerary</u>	\$ <u>4800 -</u>
ADDITIONAL	<u>Admissions to venues, TOC costs</u>	\$ <u>3000 -</u>
TOTAL COSTS		\$ <u>19100 -</u>

SOURCE OF FUNDS: (If more space is required, use back of form)

<u>Direct charge to students</u>	\$ <u>4320</u>
<u>PAC</u>	\$ <u>12880</u>
<u>Transportation Grant</u>	\$ <u>2500</u>

- ☒ I have read the School District Field Trip Policy
☒ I have completed the Field Trip Qualification Checklist (Appendix B) attached
☒ I have completed the Moderate Risk Form if required (swimming)

Teacher

Approved By

Principal

Superintendent of Schools

PLEASE NOTE: A follow-up report is to be submitted to the Principal

School District No. 51 (Boundary) Generic FIELD TRIP CHECKLIST

Directions: This form is to be completed by the teacher and submitted to the Principal with supporting documentation.


Type of Field Trip:

1. Approved by Principal ☐ Walking Trip ☐ Single Day Trip
- 2. Approved by Superintendent ☒ Class or Group Trip (2 – 4 days)
3. Approved by Board ☐ Class or Group Trip (5+ days) ☐ Out of Country

Special Considerations:

- ☒ Field Trips Qualification Checklist completed (attached) (overnight, outdoor education, moderate risk, Superintendent and Board approval field trips) agreed to and signed by Principal. If Moderate Risk determined complete the Moderate Risk Form and attach.
- ☒ Lead teacher has familiarized self with District Field Trip Policy and School Procedures
- ☒ Appropriate Field Trip form completed (attached)
- ☒ Itinerary completed. Location/maps of outdoor activity areas provided. (attached)
- ☒ Parent information and consent form prepared (attached)
- ☒ Parent meeting planned (Out of Country, overnight and moderate risk trips)
Date: Tues - May 7, 2019
- ☒ Transportation and accommodation arrangements
- ☒ Source of funds, fund raising
- ☒ Special arrangements for regular day ski trips, swimming, biking, etc.
- ☒ Appropriate chaperones in place (teacher to students = 1:30, adults to students = 1:10) (names attached)
- ☒ Arrangements for educational training and safety instruction. Date: Tues - May 7, 2019
- ☒ Leave forms (if required) completed, approved by Principal + Swim lessons June 4-13
- ☒ Preparation of student lists with telephone numbers/medical numbers of all students and adults on trip. Copies for office, sponsor teachers and bus driver. Medical needs listed/reviewed.
- ☒ Arrangements for first aid person and kit - Ryan + Kim
- ☒ Copy of District Field Trip Policy (3060) and Regulations, school policy, District emergency procedures

Submitted by:


(Teacher's Signature)

Date: May 2, 2019

Approved:


(Principal's Signature)

Date: May 2, 2019

APPENDIX B

Field Trips Qualifications Checklist

The teacher in charge should complete this checklist and return it to the Principal for the initial planning stages of the activity. The Principal will use this checklist in conjunction with discussions with the teacher in charge to determine the risk tolerance of the activity.

Instructions: Rate each of the following sub categories out of a possible 3 marks.

(0 = Unqualified, 1 = Minimally Qualified, 2 = Moderately Qualified, 3 = Qualified)

(0 = High Risk, 1 = Moderate Risk, 2 = Low Risk, 3 = Minimal Risk).

Add up your scores and plot your total score on the Qualification/Preparedness Continuum.

Activity & Date: 6/7 Victoria Field Trip Lead Teacher: K. Bezansoff + R. MacGregor

Training & Experience	Unqualified	Minimally	Moderately	Qualified
Local Knowledge	0	1	2	3
Certification/Qualifications	0	1	2	3
Equipment	0	1	2	3
Proven Decision Making Ability	0	1	2	3
Field Trip Experience	0	1	2	3 - R. MacGregor
First Aid Training	0	1	2	3
Instructional Experience	0	1	2	3
Student Preparation	0	1	2	3
Chaperones/Supervisors	0	1	2	3

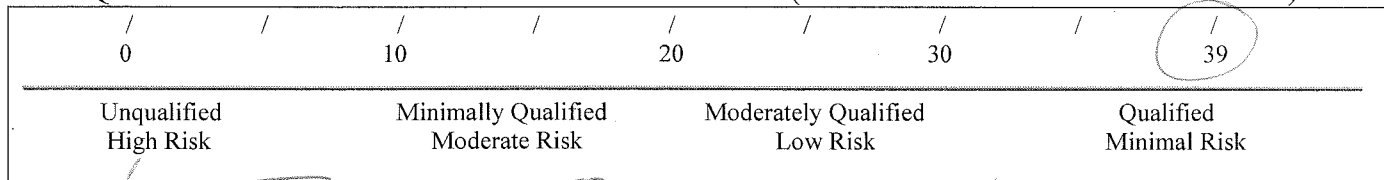
Location	High Risk	Moderate Risk	Low Risk	Minimal Risk
Severe Weather Probability	0	1	2	3
Terrain	0	1	2	3
Isolation	0	1	2	3
Environmental Hazards/Conditions	0	1	2	3

TOTAL = 39 /39

Potential Hazards: _____

Other (A statement(s) regarding such factors as Emergency services availability, access to communications or other factors as may be applicable: _____)

QUALIFICATIONS/PREPAREDNESS CONTINUUM (Plot total score above on the line below)



Teacher's Signature: _____ Principal's Signature: _____ Approved Yes ☒ No ☐ Date: May 2, 2019

REQUIREMENTS FOR SPECIFIC TYPES OF TRIPS (Planning guide)

1. Bicycle trips:
 - ☐ bikes checked for mechanical safety
 - ☐ suitable safety helmets / parent approved
 - ☐ guide cars (if on highway)
 - ☐ first aid kit
- 2. Swimming:
 - ☒ certified life guard(s) @ public pool
 - ☒ first aid kit
3. Skating:
 - ☐ suitable safety helmet / parent approved
 - ☐ first aid kit
4. Skate boarding, rollerblading activities:
 - ☐ suitable safety helmets / parent approved
 - ☐ first aid kit
5. Ski trips/winter activities (including snowboarding):
 - ☐ teacher is aware of specific provisions in policy
 - ☐ educational training and safety instruction prior to ski trip/winter activity
 - ☐ suitable safety helmets / parent approved
 - ☐ first aid kit
 - ☐ ski/boarding lessons arranged with mountain (all students)
6. Moderate Risk Field Trip:
 - ☒ Moderate Risk Form and Field Trip Qualifications Checklist completed
 - ☒ trained certified instructors in place
 - ☒ detailed emergency response plan in place
 - ☒ instruction by certified instructors, up to the level and under the conditions provided for the certification
 - ☒ lead teacher/instructor has prior knowledge and understanding of the area being used for instruction (has map of where instruction will take place)
 - ☒ pre-educational training and safety instruction for students to take place prior to activity, both at school and at the activity areas - swim lessons June 19 4-13
7. Out of Country Trip:
 - ☐ Field Trip Qualifications Checklist Completed
 - ☐ medical coverage for students and adults / immunization shots
 - ☐ loss of money
 - ☐ failure to travel due to sickness
 - ☐ checked with borders or customs for specific documents required



School District No. 51 (Boundary) Moderate Risk Activity

Page 1 of 2

Location:	Crystal Pool (Victoria)	Date:	June 19, 2019
Activity:	Swimming		
Checklist:			
<input checked="" type="checkbox"/>	Lead teacher has familiarized self with District Field Trip Policy (3060)		
<input checked="" type="checkbox"/>	Parent Consent Forms completed		
<input checked="" type="checkbox"/>	Chaperone ratio met:		
<input type="checkbox"/>	<ul style="list-style-type: none"> K – Grade 3 students – 11:1 		
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Grade 4 – 12 students – 15:1 		
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Chaperones have received Chaperone Letter (Appendix D) 		
<input checked="" type="checkbox"/>	Transportation safety risks anticipated and policy requirements met		
<input checked="" type="checkbox"/>	Preparation of student lists and contact numbers completed and copies held by supervising teacher and school office		
Trip Information			
Bicycle Trips			
<input type="checkbox"/>	Bikes checked for mechanical safety		
<input type="checkbox"/>	Suitable safety helmets/parent approved		
<input type="checkbox"/>	Guide cars (if on highway)		
<input type="checkbox"/>	First aid kit		
Swimming			
<input checked="" type="checkbox"/>	Certified life-guard present (ratio of 30 students to 1 life-guard)		
<input checked="" type="checkbox"/>	First aid kit		
Skating			
<input type="checkbox"/>	Suitable safety helmet/parent approved		
<input type="checkbox"/>	First aid kit		
Skate-boarding/roller-blading			
<input type="checkbox"/>	Suitable safety helmet/parent approved		
<input type="checkbox"/>	First aid kit		
Ski Trips/Winter Activities (including snowboarding)			
<input type="checkbox"/>	Teacher(s) have completed Regular Day Ski/Snowboard Trip Form (Appendix F)		
<input type="checkbox"/>	Educational training and safety instructions occurs prior to ski trip/winter activity		
<input type="checkbox"/>	Suitable safety helmets/parent approved		
<input type="checkbox"/>	First aid kit		
<input type="checkbox"/>	Ski/boarding lessons arranged with mountain for all students		

Moderate-Risk Field Trip – see Appendix A for list of activities that qualify	
<input checked="" type="checkbox"/>	Completion of Field Trip Qualification Checklist (Appendix B)
<input checked="" type="checkbox"/>	Trained certified instructor is in place
<input checked="" type="checkbox"/>	Detailed Emergency Response plan in place
<input checked="" type="checkbox"/>	Instruction by certified instructors up to the level and under the conditions provide for the certification
<input checked="" type="checkbox"/>	Lead teacher/instructor has prior knowledge and understanding of the area being used for instruction (has map of instruction location)
<input checked="" type="checkbox"/>	Pre-education training and safety instruction for students to take place prior to activity, both at school and at the activity area
Teacher Signature:	Principal Signature:

**SCHOOL DISTRICT NO. 51
PARENT CONSENT FOR FIELD TRIP
VICTORIA 2019**

A field trip to Victoria has been planned for the grade 6/7 class. Your written permission is required by the school if your child is to attend.

Description of the activity: Curricular trip to Victoria

Special Requirements/Equipment: Supplies as per attached list

Location of Activity: Various venues in Victoria (see attached itinerary)

Mode of Transportation: Queen City Charter Bus

Accommodations: Dormitory rooms at University of Victoria

Field Trip Leaders: K. Rezansoff, R. MacGregor

Chaperones (4): K. Bartlett, K. Zamec, J. Moss, S. Weigel

Departure Time/Date: Monday, June 17 – 7:30 am (students need to be at the school by 7:20 am)

Anticipated Return Time/Date: Thursday, June 20 – 5:30 pm

If you have any questions at all regarding this activity, please contact Mrs. Rezansoff at 250-447-9423.

Accidents can be the results of the nature of the activity and can occur with or without any fault on either the part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree all these activities, as described above, are suitable for your child.

Field Trip Leader

Administrator

.....
Return this form by Wednesday – May 15, 2019

If you do not wish your child to accompany his or her class on this trip, please contact us and we will arrange alternate supervision.

The direct cost to each student will be \$180. Cheques should be payable to "CLES" and may be post-dated to June 10, 2019. Please include payment when returning the permission slip. Allergies or other health problems should be noted below. If your child will require medication during the trip, it will need to be hand delivered to Mrs. Rezansoff or Mr. MacGregor prior to the trip, along with written instructions as to how it is to be administered.

Allergies/health conditions: _____

I give _____ (name of student) permission to participate in the field trip to Victoria on June 17-20, 2019. I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

Signature of Parent /Guardian

Date

Printed name of Parent /Guardian

Care Card Number

Home/Work Phone

Cell Phone Number

Agenda

Victoria 2019 (confirmed)

Day 1 – MONDAY – June 17, 2019

7:20	Pack Bus
7:30	Depart CLES
7:30 – 12:00	Travel to Manning Park
12:00 – 12:30	Bag Lunch at Manning Park
12:30 – 4:30	Travel to Tsawwassen Ferry Terminal
5:00 – 6:45	Travel to Swartz Bay – dinner on ferry
6:45 – 7:30	Travel to UVic, unpack
7:30 – 9:30	Mount Tolmie Hike (walking to/from)
9:30 – 10:00	Snack, Bedtime Preparation
10:00	Lights out

Day 2 – TUESDAY – June 18, 2019

7:00 - 7:30	Arise
7:45 - 8:30	Breakfast at uVic
8:30 – 9:45	Tour of UVic, UVic Bookstore
9:45 – 10:15	Travel to BC Legislature
10:30 – 11:30	BC Legislature Tour
11:30 – 11:40	Bus to Beacon Hill Park
11:40 – 1:15	Ocean Studies, Lunch at Beacon Hill Park (subway)
1:15 – 1:30	Bus to Bug Zoo/Miniature World
1:30 – 2:30	Bug Zoo or Miniature World (two groups)
2:30 – 3:30	Miniature World or Bug Zoo (groups switch venues)
3:30 – 3:50	Snack
3:50 – 4:50	Maritime Museum
4:50 – 5:00	Walk to Old Spaghetti Factory
5:00 – 6:15	Dinner at Old Spaghetti Factory
6:15 – 6:45	Waterfront tour/ free time/walk to Imax Theatre
7:15 – 9:15	Movie at Imax
9:15 – 10:00	Return to uVic, snack, bedtime
10:00	Lights out

Day 3 – WEDNESDAY – June 19, 2019

7:30	Arise
8:00-9:00	Breakfast at uVic,
9:30 – 10:00	Travel to Royal BC Museum
10:00 – 12 noon	Royal BC Museum
12 noon-12:30	Lunch at Thunderbird Park (Food Truck Festival)
12:30-1:15	Free time – explore downtown Victoria with leader
1:15 - 2:00	Travel to Wilderness Escape by bus (1258 Neild Road)
2:00 - 4:00	Wilderness Escape – House Cup Challenge
4:00 – 4:45	Return to UVic
5:45 – 5:15	Dress for Dinner
5:15 – 5:30	Travel to Japanese Village
5:30 – 7:00	Dinner – must arrive on time**
7:00 – 7:30	Walk to Crystal Pool
7:30 – 9:00	Swim at Crystal Pool
9:15 – 10:00	Return to Uvic, Snack, bedtime
10:30	Lights Out

Victoria 2019 (confirmed)

Day 4 – THURSDAY – June 20, 2019

6:00 - 7:00	Arise, wash up and pack bus
7:00 – 7:30	Breakfast
7:30 - 8:30	Travel to ferry terminal
9:00-10:30	Ferry to Tsawwassen
10:30-12:00	Travel to Chilliwack/Hope
12:00-12:30	Pick up pre-ordered pizza
12:30-3:30	Travel to Osoyoos Visitor Centre
3:30	Bathroom/Snack break
3:30-5:30	Travel to CLES
5:30	home ☺ !!

Christina Lake Elementary School

Victoria Field Trip

June 17-20, 2019 (4 days)

Grades 6, 7

EDUCATIONAL OBJECTIVES

- ✦ To foster student esteem through practicing personal independence and responsibility by
 - ordering off a menu
 - budgeting
 - tipping
 - keeping to a schedule
 - being responsible for personal belongings
- ✦ To practice positive peer relations in a variety of settings and student groupings.
- ✦ To provide primary information-gathering opportunities in the 'field.'
 - location, economy, city planning, population, etc. of communities along the way
- ✦ To augment classroom instruction in the areas of:
 - provincial history & government
 - ancient cultures,
 - geography
 - regional and local economy
 - career paths
 - enriching studies in science and social studies units
- ✦ To visit the campus of a University/College and experience campus living by staying in residences and walking through campus to the cafeteria/aquatic centre.

MODE OF TRAVEL:

- ✦ Charter Bus

NUMBER OF STUDENTS:

- ✦ 26 students

SUPERVISION RATIO:

- ✦ 6 adults – one adult: 4.33 students

COST TO STUDENTS:

- ✦ \$180

**Victoria Field Trip
CLEs Grade 6/7
Behavioural Expectations**

Students are expected to:

- arrive on time for departures and activities
- assist with loading/unloading the bus and tidying common areas
- be respectful at all times
- listen to and follow instructions of group leader and venue representatives
- display co-operative and appropriate behaviour at all times
- follow the school's Code of Conduct
- observe curfew

Educational Goals

- ✓ To foster student esteem through practicing personal independence and responsibility.
 - budgeting
 - keeping to a schedule
 - being responsible for personal belongings
- ✓ To practice positive peer relations in a variety of settings and student groupings.
- ✓ To provide primary information-gathering opportunities in the 'field.'
 - location, economy, city planning, population, etc. of communities along the way
- ✓ To augment classroom instruction in the areas of:
 - local history
 - provincial history
 - regional and local economy
 - career paths
- ✓ To visit the campus of a nearby University/College.

Please sign and return to your teacher by Wednesday – May 15, 2019

My child _____ and I have read, discussed and agreed to observe the behavioural expectations and complete the educational goals for the Vancouver field trip.

Comments:

Parent/Guardian Signature

Date

STUDENT SUPPLY LIST

- ☐ 1 suitcase
- ☐ clothing for 4 days, including comfortable walking shoes
- ☐ clothing for fine dining at Japanese Village
- ☐ raingear (waterproof jacket or raincoat, umbrella)
- ☐ plastic bag for wet clothing
- ☐ warm sweater/jacket
- ☐ pyjamas
- ☐ toiletries (toothbrush, toothpaste, hairbrush, washcloth, soap, hand towel)
- ☐ towel for swimming/showering
- ☐ swim suit
- ☐ cap/hat
- ☐ sunscreen
- ☐ pillow for bus travel
- ☐ pencil case (pencils, eraser, sharpener, coloured pencils)
- ☐ reading book, iPod, electronic games, etc. for bus travel (if desired)
- with headphones please
- ☐ special medication (if required-give to Ms. Nicolson with written instructions)
- ☐ small amount of spending money (optional)
- ☐ day pack
- ☐ reusable water bottle
- ☐ bag lunch
- ☐ one dozen healthy, nut-free snacks for sharing (fruit, cheese strings, nut-free granola bars, cookies, muffins, yogurt tubes, etc.)

NOTE: Please ensure your child's name is clearly marked on each item. The items will be less likely to get lost and more likely to make it home again. Thank you!



CHRISTINA LAKE ELEMENTARY SCHOOL

WAVE OF THE FUTURE

May 6, 2019

Thank you for offering to accompany and chaperone our students while on the field trip to Victoria on June 17-20, 2019. Please note that chaperones must be adults who have received criminal record clearance to work with children.

Below are expectations of parent chaperones for this trip:

1. We expect exemplary behaviour from our students. They must behave in such a manner as to observe the same rules and regulations as if they were attending school. Teachers will remind students of any specific guidelines prior to the trip. These will be shared with you.
2. Chaperones should feel free to remind students of the expected code of conduct and general deportment expectations, however, any serious concerns should be referred to teachers for appropriate discipline intervention and follow up.
3. All individuals who are involved in the operation of our school have a responsibility to maintain confidentiality. This is to protect the students and staff. No doubt you will observe different approaches to the teaching and management of students. You might also observe students who are "learning different" or who stand out due to noticeable emotional or maturity differences. As a chaperone, you must agree to maintain confidentiality in such instances.
4. Our school district and school has a "No Smoking Policy" which encompasses all aspects of all field trips. Therefore, no smoking is allowed during field trips when students are present. Consumption of alcohol, marijuana or illegal drugs is not allowed on field trips.
5. If in doubt, please ask a staff member! If you feel at all uncomfortable at any time about your experiences, please discuss them with one of the teachers. We want you to feel comfortable and confident as you interact with students.

Thank you for your cooperation and understanding. Your time, energy and assistance will help enhance this educational opportunity for our students, and we want your experience to be enjoyable and productive. If you have any questions about your responsibilities, please discuss them with one of the teachers or an administrator. We want you to volunteer again!

Yours very truly,

K. Rezansoff & R. MacGregor



SCHOOL DISTRICT No. 51 (Boundary)

FIELD TRIP FORM #3

Class or Group Trip – 4 Days or Less

*****Requiring Superintendent Approval*****

*Approval in Principle required from Superintendent 3 months in advance

*Final Approval required from Superintendent 45 days in advance

*If trip includes moderate risk activities complete a "Moderate Risk Form"

TEACHER Angus / Rutherglen SCHOOL Hutton
DATE OF APPLICATION Apr. 8, 2019 DATE OF TRIP Tues June 11 - Th. June 13
ACTIVITY/DESTINATION Grade 7 Field Trip to Camp Duwami 2019
GRADE(S) 7 SUBJECT gr 7 collaborative team
PLANNING: builds pre high school
GOALS OF TRIP social not learn; connect w peers pre-high school; fun;

ATTACH OUTLINE OF EDUCATIONAL ACTIVITIES (OUTLINE FOR PARENTS)

Include educational activities prior, during and after the trip; worksheets and projects if applicable; names of chaperones; and itinerary.

DATE OF PARENT INFORMATION MEETING (as required by policy) May 28th @ 7 pm

Number of Students Involved 36

Number & Names of Chaperones (9)

Ken Angus • Anna-Lise Hanlon
Amy Zorn • Ed Hanlon • Irene Makortoff
• Nick Favell • Michael Arnold
• Lyssa Devries • Susanne Arnold

TRIP COSTS:

METHOD OF TRAVEL bus

LODGING ARRANGEMENTS cabins

MEALS prepared by camp

ADDITIONAL _____

\$ grant
\$ (5,760)
\$ _____

TOTAL COSTS \$ 5,760

SOURCE OF FUNDS: (If more space is required, use back of form) Krispi Kreme ~\$250.00

Haunted House \$ 630.00

PAC - \$40 per kid x 36 \$ 1440.00

Fundraisers - Manure \$ 700.00

FB auction ~\$500.00

☒ I have read the School District Field Trip Policy

☐ I have completed the Field Trip Qualification Checklist (Appendix B) attached

☐ I have completed the Moderate Risk Form if required

Approved By M. Butler

Principal

Teacher K. Angus

Superintendent of Schools

PLEASE NOTE: A follow-up report is to be submitted to the Principal





School District No. 51 (Boundary)

Moderate Risk Activity

Page 1 of 2

Location: <u>Camp Owassippi</u>	Date: <u>Jun 11-13, 2019</u>
Activity: <u>Gr. 7 Field Trip</u>	
Checklist:	
<input checked="" type="checkbox"/>	Lead teacher has familiarized self with District Field Trip Policy (3060)
<input checked="" type="checkbox"/>	Parent Consent Forms completed
<input type="checkbox"/>	Chaperone ratio met:
<input checked="" type="checkbox"/>	• K – Grade 3 students – 11:1
<input checked="" type="checkbox"/>	• Grade 4 – 12 students – 15:1 <u>5:1</u>
<input checked="" type="checkbox"/>	• Chaperones have received Chaperone Letter (Appendix D) <u>being updated - send next week</u>
<input checked="" type="checkbox"/>	Transportation safety risks anticipated and policy requirements met
<input checked="" type="checkbox"/>	Preparation of student lists and contact numbers completed and copies held by supervising teacher and school office
Trip Information	
Bicycle Trips	
<input type="checkbox"/>	Bikes checked for mechanical safety
<input type="checkbox"/>	Suitable safety helmets/parent approved
<input type="checkbox"/>	Guide cars (if on highway)
<input type="checkbox"/>	First aid kit
Swimming	
<input checked="" type="checkbox"/>	Certified life-guard present (ratio of 30 students to 1 life-guard)
<input checked="" type="checkbox"/>	First aid kit
Skating	
<input type="checkbox"/>	Suitable safety helmet/parent approved
<input type="checkbox"/>	First aid kit
Skate-boarding/roller-blading	
<input type="checkbox"/>	Suitable safety helmet/parent approved
<input type="checkbox"/>	First aid kit
Ski Trips/Winter Activities (including snowboarding)	
<input type="checkbox"/>	Teacher(s) have completed Regular Day Ski/Snowboard Trip Form (Appendix F)
<input type="checkbox"/>	Educational training and safety instructions occurs prior to ski trip/winter activity
<input type="checkbox"/>	Suitable safety helmets/parent approved
<input type="checkbox"/>	First aid kit
<input type="checkbox"/>	Ski/board lessons arranged with mountain for all students

Moderate-Risk Field Trip – see Appendix A for list of activities that qualify	
<input checked="" type="checkbox"/>	Completion of Field Trip Qualification Checklist (Appendix C)
<input checked="" type="checkbox"/>	Trained certified instructor is in place
<input checked="" type="checkbox"/>	Detailed Emergency Response plan in place (done by Owaissi)
<input checked="" type="checkbox"/>	Instruction by certified instructors up to the level and under the conditions provide for the certification
<input checked="" type="checkbox"/>	Lead teacher/instructor has prior knowledge and understanding of the area being used for instruction (has map of instruction location)
<input checked="" type="checkbox"/>	Pre-education training and safety instruction for students to take place prior to activity, both at school and at the activity area
Teacher Signature: 	Principal Signature: 

* All activities will be supported by
Camp Owaissi Staff.



CAMPING KIT LIST

Please either help your child pack or DOUBLE CHECK what they have packed to ensure he/she is dressed properly for the weather this year (or missing supplies).

Clothing

- ☐ Pajamas
- ☐ 2 Pairs of pants
- ☐ 2-3 pairs of shorts
- ☐ 3-4 t-shirts
- ☐ Long Sleeve Shirt
- ☐ Hoodie or Sweater
- ☐ Warm jacket
- ☐ Rain wear
- ☐ 3-4 pairs of Socks
- ☐ Undergarments
- ☐ Pair of Runners
- ☐ Swimwear
- ☐ Sandals/Flip Flops (consider water shoes)
- ☐ Towel
- ☐ Hat

Sleeping Equipment

- ☐ GOOD quality sleeping bag or sleeping bag plus a warm blanket
- ☐ Pillow
- ☐ Foamie (MUST be small enough to go onto a SINGLE bunkbed as students will be sleeping in cabins with single bunks)

Toiletries

- ☐ Toothbrush
- ☐ Toothpaste
- ☐ Soap
- ☐ Hairbrush
- ☐ Hair Elastics
- ☐ Wash Cloth
- ☐ Towel
- ☐ Small Pack of Kleenex

Other Equipment

- ☐ Flashlight with NEW batteries
- ☐ Camera (optional)
- ☐ Notebook and pencil
- ☐ Bug Repellant
- ☐ Sun Screen
- ☐ Snacks for bus ride and for the cabins --- NUT FREE ONLY!!!
- ☐ Labelled water bottle
- ☐ inhalers and epipens if needed

PLEASE DO NOT BRING VALUABLES, ELECTRONIC DEVICES, CELL PHONES and **limit** the amount of unhealthy snacks



CHAPERONE LETTER

June 2019

Dear Parent Chaperones,

Thank you for offering to accompany and chaperone our students while on their field trip to Camp Owaissis. There is no greater responsibility than caring for the children of others. The school recognises both the challenges and rewards and will support you as you endeavor on this awesome adventure. As a result, please consider the following:

1. We expect exemplary behaviour from our students. They must behave in such a manner as to observe the same rules and regulations as if they were attending school. Students have been reminded of these expectations prior to the trip.
2. Chaperones should feel free to remind students of the expected code of conduct and general deportment expectations however, any serious concerns should be referred to teachers for appropriate intervention and follow up.
3. All individuals who are involved in the operation of our school have a responsibility to maintain confidentiality. This is to protect the students and staff. No doubt you will observe different approaches to the teaching and management of students. You might also observe students who “learn differently” or who stand out due to noticeable emotional or maturity differences. As a chaperone, you must maintain confidentiality in such instances.
4. Please do not bring other children with you. In special circumstances this might be appropriate but not on a trip of this nature.
5. Our school district and school has a “No Smoking Policy” which encompasses all aspects of all field trips. Therefore, no smoking is allowed during fieldtrips when students are present. Consumption of alcohol or illegal drugs is also strictly prohibited.
6. If in doubt, please ask a staff member! If you feel at all uncomfortable at any time about your experiences, please discuss them with the teacher. We want you to feel comfortable and confident as you interact with students.

Your time, energy and assistance will help enhance this educational opportunity for our students, and we want your experience to be enjoyable as well. If you have any questions please do not hesitate to discuss them with me. We want you to enjoy yourself and of course to volunteer again!

Yours very truly,

Marci Butler; Principal

"Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board office or its employees or agents, or the facility when the activity is taking place. By allowing your son or daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child."

Dear Parents and Guardians,

Re: 2019 Grade 7 Year-End Field Trip

Location: Camp Owaissis

Dates: June 11-13, 2019



Important Information:

- The bus will be picking students up at 7:40 am June 11 at Hutton Elementary School and driving them up to Camp Owaissis for 11am.
- At least six Parent Chaperones as well as Mrs. Zorn & Mr. Angus will be present at all times.
- The bus will be picking the students up at Camp Owaissis at 1:00pm June 13 and driving them back to Hutton School for a 4:30 pm.
- All meals are provided. Students are encouraged to bring a healthy snack and water bottle for the bus trip.
- Please read the Kit list (will receive tomorrow) to ensure each student is well prepared for their time away from home.
- All parent chaperones must have a completed criminal record check and drivers abstract with Hutton School.

There is a very important PARENT and STUDENT MEETING Tuesday, June 5 at 6:00pm in Room 19 (Ms. Foy's) at Hutton School. Parents are strongly urged to join us with their grade 7 attendee. If you have any additional questions please contact Ms. Angus at 250-442-8275.

June 2019



STUDENT/PARENT CONTRACT

Your son/daughter has been given the opportunity to participate in the grade 7 field trip to Camp Owaissis June 11-13, 2019. This is a school sanctioned activity and students will be under the direct supervision of Ken Angus and Amy Zorn (staff sponsors), and our parent volunteers. As such, students are expected to follow their guidelines and adhere strictly to SD 51 Code of Conduct expectations at all times. Dangerous and non-compliant behaviour will result in suspension from the trip and the student being sent home at the expense of the parents. Please read & discuss the expectations below with your son/daughter.

1. Students are expected to obey all safe directions of the staff sponsors and parent volunteers.
2. All rules of conduct which are in effect at Hutton are also applicable (at all times) to students involved in any school sponsored activity.
3. Students are expected to be polite and courteous to everyone with whom they are in contact, including travelling companions and employees of eating establishments and camp Oasis. They are also asked to treat others belongings (camp facilities and cabins, backpacks, bedding, etc.) with respect. Students should also dress appropriately as representatives of our school.
4. Students are to remain with the group at all times and may not be transported by, or stay with, friends or family during the trip unless prior arrangements have been made with the school.
5. Leave your cell phones and electronic devices at home. If there is an emergency, please contact Camp Owaissis at (250) 769-3676 or Ian (Camp Owaissis director) at 250-681-5326.
6. Take pictures with camera's only – no cell phones or iPod devices permitted on this trip. Please ensure all photos are appropriate. Do not post any pictures on line without the consent of every person in the photo. If you have any doubts as to whether a photo is appropriate, ask your supervisors.
7. Students are not permitted to smoke or chew tobacco during school sponsored trips.
8. Students found to be in possession of, or under the influence of, any alcohol or illegal drugs while participating on this field trip, will be suspended according to the District Drug and Alcohol Policy.

Please remember the trip is a privilege and not a right. We are lucky to have Hutton staff and parents willing to dedicate their time to chaperone a field trip that otherwise would not be available to them. Please sign the contract and return it to the office by Tuesday June 4, 2019. Please note that students will not be permitted to attend this event without signed consent. If you have any questions, please feel free to contact the school.

Yours very truly,

Marci Butler
Principal

Amy Zorn
Teacher

Ken Angus
Teacher

"Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board office or its employees or agents, or the facility when the activity is taking place. By allowing your son or daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child."

We have read and understood the arrangements stated above and in signing below we agree to the stated policies.

Printed name of Parent/Guardian

Printed Name of Student

Signature of Parent/Guardian

Student Signature

Date

I give _____ permission to participate in the field trip to Camp Owassis June 12-14, 2018. I understand that my child/guardian may be exposed to certain risks while participating in this activity, and that accidents and injuries may occur.

Signature of Parent/Guardian

Date

Printed name of Parent/Guardian

Students' Medical Number

Emergency Contact Name

Phone Number

Medical considerations (epipen, inhaler; allergies etc...):



Secretary-Treasurer's Report
Miranda Burdock, CPA, CA
April 2019

Budget/Finance

Budget 2019/20

The preliminary operating budget for 2019-20 is as follows:

- Projected revenue: \$17,388,901
- Projected expenditures: \$17,021,961
- Operating surplus: \$366,940
- Available surplus after transfers: \$399,627

NOTES: Projected revenue is based on Ministry of Education's preliminary operating grants. Projected expenditures includes a status quo budget from 2018-19. Salary grids have been updated and teacher staffing levels adjusted based on enrolment projections, however, all other staffing levels and supplies budget are same as last year.

Senior Management, Trustees and Principals are meeting on May 21st to discuss educational initiatives and priorities for next year.

We are also working to finalize staff planning and prepare teacher postings to go out over the next few weeks. We are working closely with school secretaries in regards to new/changing enrolment information for next year. We are projecting a decrease in enrollment, but it appears that we will be welcoming some new families to the Boundary in September.

GRE, Quarter 3

As part of the Government Reporting Entity, we are required to submit quarterly financial reports to the Ministry to be consolidated with the Province. Our 3rd quarter report was completed and submitted April 10th. It was great for me to go through this process for the 3rd time this year and gain confidence in my familiarity with the District.

Meetings/Conferences

Ken and I attended the BCSTA Leadership Training Series event in Trail with the Trustees, April 11 and 12, where Anne Cooper and Jeanette Hanlon presented to us on Board governance and financial stewardship. The content was relevant and informative, and it provided an excellent opportunity for some unstructured conversations with our team.

Health & Safety Training

H&S training session for our school H&S committee members and reps is scheduled for May 10th. Topics include: Safety Inspections, Incident Reporting and Violence in the Workplace.

Operations

Carbon Neutral Action Report (CNAR)

Charlene Wiebe has been working diligently on our CNAR, which is due on May 31st. The full report and details will be shared with the Board next month.

Update on Capital Projects

School Enhancement Program:

- Hutton, Window and Exterior Door Replacement
 - o Request for Proposal on BC Bid, closing date is May 17
- GFSS, Auditorium Lighting Upgrade
 - o Replacement is beginning in the next few weeks
- Perley, Partial Roof Replacement
 - o Engineer finalizing tender package
- District, Security System Upgrade
 - o Dean and John met with contractor and toured schools last week to begin preliminary planning
- BCSS, Air Handling Unit Upgrade
 - o Engineer finalizing tender package
- Various locations, Flooring Upgrades
 - o Engineer finalizing tender package
- Various locations, Washroom Upgrades
 - o Contractor hired in the East, design/planning phase
 - o Contractor hired in the West, design/planning phase

Playground Equipment Program

- WBES, Universally Accessible Playground Equipment Upgrade
 - o Two design proposals received for review

School District No. 51 (Boundary)

Enrollment - Head Count

	April 30, 2019	March 31, 2019	Increase (Decrease)
Secondary			
BCSS	138	137	1.0000
GFSS	355	353	2.0000
Elementary			
BES	10	12	(2.0000)
Big White	27	32	(5.0000)
CLES	92	92	-
GWD	30	26	4.0000
Hutton	229	228	1.0000
MES	37	35	2.0000
Perley	240	239	1.0000
WBES	77	77	-
Alternate School			
Walker	36	35	1.0000
Total	1271.0000	1266.0000	5.0000

Fund : 0 General Operating

OB	TITLE	APR	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	110,587.85	1,017,019.25		1,211,401	194,382	16
11	Teacher Salaries	564,412.80	4,637,784.21		5,867,580	1,229,796	21
12	Non-Teachers Salaries	265,397.14	2,513,582.89		3,328,228	814,645	24
13	Management Salaries	37,484.32	388,960.86		465,015	76,054	16
14	Substitute Salaries	54,421.28	368,309.75		425,013	56,703	13
19	Trustees Indemnity	7,195.63	69,283.37		80,711	11,428	14
21	Statutory Benefits	98,803.67	583,126.81		607,016	23,889	4
22	Pension Plans	103,549.30	956,128.25		1,346,229	390,101	29
23	Medical And Life Benefits	60,052.22	516,820.08		855,468	338,648	40
31	Services	72,406.63	390,204.44	27,200.00	583,470	166,066	28
33	Student Transportation	3,947.77	88,108.47	2,500.00	135,493	44,885	33
34	Training & Travel	5,107.71	155,511.25		271,773	116,262	43
36	Rentals & Leases	2,794.00	27,940.00		33,528	5,588	17
37	Dues And Fees	1,473.20	52,116.74		69,740	17,623	25
39	Insurance		51,284.00		59,400	8,116	14
51	Supplies	38,896.85	598,464.33	24,567.58	805,292	182,260	23
52	Learning Resources	187.87	28,062.89	2,873.58	45,658	14,722	32
53	Library Books	169.37	9,702.47	2,701.12	24,500	12,096	49
54	Electricity	11,902.86	211,948.22		320,000	108,052	34
55	Heat	15,068.50	88,342.97		107,000	18,657	17
56	Water And Sewage	67.06	17,892.93		24,500	6,607	27
57	Garbage And Recycling	1,850.57	16,858.04		20,000	3,142	16
58	Furn. & Equipment Replacement		11,845.78	4,420.42	58,500	42,234	72
59	Computer Equipment Replacement		91,169.01		100,000	8,831	9
TOTAL FOR Fund - 0		1,455,776.60	12,890,467.01	64,262.70	16,845,515	3,890,785	23
GRAND TOTAL		1,455,776.60	12,890,467.01	64,262.70	16,845,515	3,890,785	23



April 2019 Report

Director of Learning

Doug Lacey

Staff Learning and School Visits

- April 4th and 5th – Mental Health First Aid Training for 25 District school administrators, CYCWs, school counsellors, and teachers
- April 10th – Participated in Principal/Vice Principal/District Leadership Team Meeting
- April 12th – Participated in assessment Webinar with GFSS staff
- April 15th – Participated Kootenay Teacher Education Program (WKTEP) & East Kootenay Teacher Education program (EKTEP) HUB Meetings and school visitations focused on Assessment with chosen District elementary and secondary teachers in Nelson, BC with other Kootenay-Boundary school districts
- April 29th – Participated in Carole Fullerton day-long session with Intermediate teachers focused on numeracy
- April 29th – Participated in conversations GFSS Mathematics Department and Carole Fullerton regarding numeracy and assessment in the secondary school setting
- April 30th – Participated in Carole Fullerton day-long session with Primary teachers focused on numeracy

Provincial/Regional/Community Meetings

- April 1st – Chaired monthly meeting of the Boundary Integrated Services Model (BISM)
- April 2nd – Participated in Steering Committee Meeting focused on planning for upcoming Kootenay Teacher Education Program (WKTEP) & East Kootenay Teacher Education program (EKTEP) HUB Meetings and school visitations focused on Assessment with chosen District elementary and secondary teachers in Nelson, BC with other Kootenay-Boundary school districts which occurred on April 15th
- April 5th – Participated in a Ministry of Education Data Analytics Meeting in Cranbrook, BC.
- April 9th – Participated in regular monthly meeting of the Board of Education
- April 11th – Participated in conference call with Education Impact for Online Trauma-Informed Practice one-line training modules for school regarding set-up and design.
- April 11th – Participated in Data Analysis conference call with the Ministry of Education Data Analysis Department regarding development of District dashboards for student tracking.
- April 16th – Attended Provincial Indigenous Education Gathering hosted by the Ministry of Education in Vancouver, BC.
- April 24th – Participated in Indigenous Teacher District Planning Meeting
- April 24th – Chaired the Regular Meeting of the Boundary Indigenous Education Advisory Council



Briefing Note

Appointment of Auditor

As our financial results are consolidated with the Province, we are required to have our annual financial statements audited by an independent auditor. In 2016, we put out a Request for Proposal for financial statement audit services. Grant Thornton LLP out of Kelowna was awarded the work for a 3-year term, with the option to extend for another 3-5 years.

Grant Thornton LLP is experienced in the public sector. They have been our auditors for many years and also perform financial statement audit services for other school districts and post-secondary institutions. They are a national firm with locations across Canada. They have the technical expertise and human capital to complete a financial statement audit that is above industry standards. They have provided us with exceptional client service, both during the audit and throughout the year on various accounting and assurance issues.

I am requesting the Board approve a 3-year extension to Grant Thornton LLP, appointing them as our financial statement auditor for the period June 30, 2019 to June 30, 2021.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 4001
HEALTH/SAFETY	<u>Tobacco, Cannabis and Vapour-Free Schools</u>	

DATE ADOPTED: January 8, 2008

DATE REVIEWED: March 13, 2018

DATE AMENDED:

The School Board believes that the use of tobacco, cannabis and vapour products on school grounds, in school buildings and facilities on school property or at school related or school sponsored events is detrimental to the health and safety of students, staff and visitors.

Furthermore the Province of British Columbia (The Tobacco and Vapour Products Control Act and Regulation, September 1, 2016, The Cannabis Control and Licensing Act (Bill 30), 2018 and The BC Cannabis Control Regulation, October 5, 2018) indicate that tobacco, cannabis and vapour products are addictive and are not supporting good health. The Tobacco and Vapour Products Control Act specifically prohibits smoking and vaping on school property.

R E G U L A T I O N S

Tobacco, Cannabis and Vape Use Prohibited

1. No student, SD51 employee, school visitor, school volunteer or other person performing services on behalf of SD51 is permitted to use any tobacco, cannabis and vapour products at any time including non-school hours:
 - In any building, facility or vehicle owned, leased, rented or chartered by the School District.
 - On any school grounds and adjacent property – including athletic fields, parking lots and adjacent walkways – owned or leased by the School District.
 - At any school sponsored or school related event, on or off school property.
2. Further, no student is permitted to possess a tobacco, cannabis and vapour products while in any school building, while on school grounds or property or at any school sponsored or school related event or at any other time that students are under the authority of school personnel.

Definition of Tobacco, Cannabis and Vapour Products and Tobacco Use

- “Tobacco Product” is defined to include cigarettes, cigars, pipes, little cigars, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.
- “Tobacco use” includes smoking, chewing, dipping or any other use of tobacco.

Vapour Product means the following:

- An e-cigarette (vape)
- An e-substance
- A cartridge for a component of an e-cigarette

Cannabis Product:

- Dried, fresh cannabis or cannabis oils or products with cannabis as an ingredient

Exceptions

The following are exceptions to this policy:

- The ceremonial use of tobacco if approved by the Board and if performed in relation to a traditional Indigenous cultural activity.
- Exemptions from prohibition against consumption of cannabis on school property under the current legislation.

Implementation

Principals will develop a plan for communicating the policy that may include information in student and employee handbooks, announcements at school sponsored or school related events and appropriate signage in buildings and school properties.

Resources

Provincial *Cannabis Control and Licensing Act*:

- http://www.bclaws.ca/civix/document/id/complete/statreg/18029#division_d1e6370

Provincial and *Cannabis Control Regulation*

- http://www.bclaws.ca/civix/document/id/complete/statreg/204_2018

Provincial Government Cannabis Resource:

- <https://www2.gov.bc.ca/gov/content/safety/public-safety/cannabis>

[Tobacco and Vapour Products Control Regulation](http://www.bclaws.ca/civix/document/id/complete/statreg/96451_01)

http://www.bclaws.ca/civix/document/id/complete/statreg/96451_01

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5030
STUDENTS	<u>Student Grade</u> <u>Retention/Acceleration</u>	

DATE ADOPTED: June 27, 2000

DATE AMENDED: April 13, 2010

DATE REVIEWED: April 17, 2018

DATE AMENDED:

In School District 51 (Boundary), acceleration or retention practices are expected to be in alignment with current research findings. The Board believes that promotion or retention of any student should be based on the judgment of what is best for the student considering his/her intellectual, social, physical and emotional needs.

Years of cumulative research has consistently demonstrated that the potential for negative effects consistently outweighs the potential for positive outcomes with respect to grade retention. Accordingly, educational practice has shifted to the almost exclusive use of promotion with appropriate intervention strategies for those students who are at academic risk.

The revised curriculum is designed to support the inclusive classroom, and the ideal of continuous learning. It also supports that effective education includes differentiated instruction with ongoing appropriate challenge to engage all learners.

In exceptional instances, where a student will be considered for acceleration or retention, it is imperative that the decision be made by the school-based team in consultation with the Superintendent (or designate).

Regulations Acceleration/Retention

1. Prior to holding a school-based meeting or entering into any discussion with parents regarding retention or acceleration, principals are expected to provide the Superintendent of Schools (or designate) with appropriate documentation.
2. Where the school-based team does not recommend retention or acceleration but the parent/guardian still desires this, the District will require informed and signed parental consent indicating that the parent/guardian is aware of current research on student retention.
3. To support parents with current research on retention Principals should share:

- a. "Reporting Student Progress: Policy and Practice," March 2009, p. 41 for a brief examination of concerns about retention.
 - b. Grade Retention and Social Promotion NASP
 - c. Alternative to Grade Retention NASP
4. The record of parental consent would clearly document why acceleration/retention would be in the best long term interest of the child.

The Principal of the school in accordance with the School Act retains paramount authority in the placement of students.

Approval for Adoption 05 14 2019

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5132
STUDENTS	<u>Use of Physical Restraint & Seclusion</u>	

DATE ADOPTED:

DATE AMENDED:

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount. The overarching goal of learning environments design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive or disciplinary ones.

The Board of Education believes that behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion. In recent years, a wide variety of creative approaches to learning and less restrictive configurations of learning environments has shifted to include opportunities beyond the traditional classroom and accommodating students' sensory and self-regulation needs.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are unnecessary.

The District will review this policy on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

R E G U L A T I O N S

DEFINITIONS

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

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

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

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

Behaviour strategies, such as “time-out”, used for social reinforcement as part of a behaviour plan, are not considered ‘seclusion’.

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

3. Time-out is the removal of a child from an apparently reinforcing setting to a presumably non- reinforcing setting for a specified and limited period of time. Time out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be complemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in a location outside of the classroom.

Typically, time-out is used with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

USE OF PHYSICAL RESTRAINT AND SECLUSION

1. Physical restraint and seclusion procedures are emergency strategies and are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
2. Where a student’s behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated.
3. Recurring practice of restraint or seclusion is not to be common practice in any student’s educational program. Prevention/intervention strategies are to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.
4. It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de- escalate potentially unsafe situations.
5. Physical restraint or seclusion will not be conducted in a manner that could, in any way, cause harm to a student, ie, will not restrict the breathing of a student; will not place a student in a prone position (ie, facing down on his/her stomach) or supine position (ie, on his/her back, face up); and will not employ the use of mechanical devices.
6. Any space used for the purpose of seclusion will not jeopardize the secluded student’s health and safety.

7. Any student placed in seclusion will be continuously visually observed by an adult who is physically present throughout the period of seclusion and that all health and safety policies or regulations including WorkSafe BC regulations be followed. Ideally, school personnel should be able to communicate with the student in the student's primary language or mode of communication at all times.
8. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
 - An Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods;
 - A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures;
 - An emergency or safety plan detailing procedures regarding the use of physical restraint and seclusion, and confirming the opportunity for formal training of school personnel; and
 - The student's behaviour plan and emergency or safety plan shall address both student and staff safety and be attached to the student's IEP and reviewed regularly, at least annually.
9. All school staff members are provided the opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques. Specialized staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to be trained in crisis intervention and the safe use of physical restraints and seclusion. Such training will continue to be offered to school personnel on a regular basis.
10. Where appropriate, parents and students are offered opportunities to be consulted in the development of positive behaviour supports, interventions, behaviour plans, emergency and/or safety plans.
11. Every instance where physical restraint and/or seclusion has occurred is documented.
12. Incidents of physical restraint and seclusion will be reported to the school principal / vice- principal, and forwarded to the Director of Learning or designate.
13. Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
 - Notification to the school principal/vice-principal or designate as soon as possible after an incident, always prior to the end of the school day on which the incident has occurred. Upon receipt of such notification, the school principal/vice-principal or designate will complete the Report of Physical Restraint and/or Seclusion district form.
 - Any incident(s) involving a student with a Safety Plan would be debriefed and communicated as per the Safety Plan.
 - Any incident(s) involving any other student requires notification, by the school principal/vice- principal or designate, to the student's parents(s)/guardian(s) as soon as possible/always prior to the end of the school day in which the incident has occurred.
 - Notification by the school principal/vice-principal or designate to the Director of Learning or designate as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred. A copy of the Report of Physical Restraint and/or Seclusion district form will be provided to the Director of Learning or designate upon completion by the school principal.

- A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and whenever possible, with the student, to examine what happened/what caused the incident, and what could be changed (ie, preventative and response actions that could be taken in the future) to make the use of physical restraint or seclusion unnecessary.

Approval for Adoption 05 14 2019

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5060
STUDENTS	<u>Integration of Special Needs Students</u> <u>Inclusion</u>	

DATE ADOPTED: February 24, 1999

DATE AMENDED: December 8, 2009

DATE AMENDED:

~~The Board believes that when possible, students with exceptional educational needs are best served in regular classrooms in their neighborhood schools.~~

The board believes all children have the right to be educated in regular classrooms with appropriate levels of support which includes equitable access to learning and the opportunity for meaningful achievement & participation.

R E G U L A T I O N S

Schools will actively support the characteristics of Inclusive programming:

- District-wide commitment to upholding a safe, welcoming and supportive culture that emphasizes belonging and respect for diversity, in every school.
- All students, regardless of race, colour, ancestry, language, religion, family status, physical and mental ability, sexual orientation, or gender identity or expression, are welcomed and valued for who they are.
- All students are supported to set personal goals and build on individual strengths.
- All students have equitable access to learning, with accommodations and support as required to overcome systemic barriers and discrimination.
- All students are supported to interact, play and collaborate with other students their own age.
- Learning opportunities should endeavor to address and extend the diverse needs of learners in the domains of Intellectual Development, Human and Social Development and Career Development.
- Some students may receive support services outside the general classroom depending on social, emotional and learning needs.
- Learning opportunities should endeavour to increase student independence in a way that is supportive and attainable.

Placement

The placement of the student to be integrated shall be determined by the student's specific educational needs. The school Principal shall assign the student after consulting with the school-based team, parents, the appropriate District Administrator, and, where appropriate, the student.

Resources

- a) The extent of human/financial resources necessary and available to meet the needs of the student to be integrated shall be determined by the designated District Administrator after consultation with the specific school-based team and/or the District Screening Committee, the student's parents and the school Principal.
- b) Whenever possible, agreed upon support will be provided concurrently with the student's placement.

Class Size and Composition

Principals will consider class size and composition when assigning students with identified exceptional needs.

Definitions:

Inclusion is an approach that embraces diversity and differences and promotes equitable opportunities for all.

Intellectual exceptionalities affect a person's intellectual development and are usually present from the time they are born or from an early age.

Inclusive education welcomes all students into regular classes with same-age peers in their community. With appropriate supports, all students can learn and participate in all aspects of school life.

Integration is NOT Inclusion. Inclusion is not simply integration or "mainstreaming" of students. Inclusion is an approach that removes barriers and welcomes diverse learners recognizing supports may be required.

Equitable access to inclusive education for ALL students is a fundamental human right. It is not an optional "program", nor is this right dependent on individual beliefs, student abilities or organizational priorities. The right of all students with disabilities to access inclusive education without discrimination was recognized by Articles 5 and 24 of the UN Convention on the Rights of Persons with Disabilities.

Resources

- https://newwestschools.ca/wp-content/uploads/2016/10/IBC_InclusiveED_Summit_Report_WEB.pdf
- <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>

- https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/oic_128089.pdf
- <https://inclusionbc.org/resources/>

Approval to Circulate 05 14 2019

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 2005
FINANCE/FACILITIES	<u>Disposal of Land and Buildings</u>	

DATE ADOPTED: June 8, 2004

DATE AMENDED: December 13, 2004

DATE REVIEWED: March 13, 2018

The Board of Education recognizes the need to dispose of surplus land and buildings.

The Board of Education believes that where an asset of School District No. 51 (Boundary) has been designated as surplus, every effort should be made to dispose of that asset in such a manner that the maximum financial benefit accrues to the School District. The Board of Education, therefore, requires that any surplus land and building assets shall be offered for sale to the general public. **Exception to this policy includes land exchanges and transactions with public bodies or charities.**

R E G U L A T I O N S

Where the Board determines that any given land and/or facility is surplus to current needs and should be disposed of, the following principles will apply:

1. The Board will consider whether or not the asset will meet any future education needs of the District. If the property is not required for future educational purposes a Board motion will be passed to proceed with disposition;
2. The Board shall obtain an appraisal of the property by an independent professional appraiser to obtain an estimate of the fair market value of the land and/or facility;
3. After appraisal, authority to dispose of the surplus asset at fair market value is assigned to the Secretary-Treasurer who will establish the public process for its disposal, which shall be consistent with the intent of this policy;
4. Acceptance or rejection of any offers will be subject to Board consideration;
5. Once the Board has determined a successful purchaser, a Board bylaw authorizing the disposal will be made pursuant to Section 65(5) of the School Act; and
6. Notification to the Minister of Education will be made pursuant to the Disposal of Land or Improvements Order.

2005