THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
EDUCATION COMMITTEE MEETING
TO BE HELD WEDNESDAY, JUNE 6, 2018 – 6:00 PM
BOARD ROOM
AGENDA

1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

   6.1 Minutes - May 2, 2018
       That the minutes from the Education Committee meeting held May 2, 2018, be approved.
       08 - May 2 2018

7. PRESENTATIONS

   7.1 Dr. Hasselback (10 Minute Presentation)
       Re: Cannabis Legalization
       Cannabis In a New World Order

   7.2 District Principal John Cunnian (10 Minute Presentation)
       Re: International Student Education
       ISE Board Presentation

   7.3 Assistant Superintendent Esliger and Sexual Health Coordinator N. Chelsom (10 Minute Presentation)
       Re: New Administrative Procedure - Alternate Delivery: Sensitive Materials
       IS - Alternate Delivery Sensitive Materials

   7.4 Assistant Superintendent Gray
       Re: Academies
       District Academy Board Presentation

8. RECONCILIATION

   8.1 District Principal Tenning and Trustee Higginson
       Re: Reconciliation Advisory Committee Report
9. SENIOR STAFF REPORTS

9.1 Director of Finance Sutton
Re: 2018/2019 Budget (Line by Line)
IS - 2018 2019 Budget

10. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

11. UNFINISHED BUSINESS

11.1 Trustee Robinson
Re: Premier's Awards for Excellence in Education
Premier's Awards for Excellence in Education

12. NEW BUSINESS

12.1 John Barsby Secondary School Principal, D. Marshall (10 Minute Presentation)
Re: Focused Programming

13. QUESTION PERIOD
Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item.

Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

Forms are available in the information rack near the entrance of the Board Room

14. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD MAY 2, 2018

PRESENT:

Trustees
B. Robinson, Chair
S. Higginson
J. Solomon
S. Kimler
J. Brennan
T. Brzovic
S. Rae

Staff
J. Blain, Superintendent/CEO
C. McVeigh, Secretary-Treasurer
S. Saywell, Superintendent Designate
B. Esliger, Assistant Superintendent
R. Gray, Assistant Superintendent
L. Tait, Assistant Superintendent
D. Burgos, Executive Director of Communications
P. Graham, Executive Assistant

ABSENT:
N. Routley
N. Bob

IN ATTENDANCE
J. Green, NDTA Rep
J. Sinclair, DPAC Rep
M. Nelson, DASG Rep

Meeting No. E08

CALL TO ORDER
The Chair called the meeting to order at 6:00 pm recognized that tonight's meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
Graduation Rates be added under New Business as Item 12.1
Premier Award - Excellence in Education be added under New Business as Item 12.2

DELETIONS TO THE AGENDA
There were none.

CHANGE IN ORDER
There were none.

APPROVAL OF THE AGENDA
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Minutes - March 7, 2018

That the minutes from the Education Committee meeting held March 7, 2018, be approved.

CARRIED UNANIMOUSLY

Minutes - April 4, 2018

That the minutes from the Education Committee meeting held April 4, 2018, be approved.

CARRIED UNANIMOUSLY

PRESENTATIONS

Derek Beeston
Re: District Skills and Trades Programs

CTC District Principal, Derek Beeston, presented an update on the district's skills, trades and careers programs.

RECONCILIATION

Trustee Higginson
Re: Report from Advisory Committee

Trustee Higginson provided an update on the work being done by the Reconciliation Advisory Committee.

SENIOR STAFF REPORTS

There were none.

CORRESPONDENCE

There was none.

REFERRED FROM THE REGULAR BOARD MEETING

There was none.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

Graduation Rates

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Brzovic

That the Education Committee recommend that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to present to the
Minutes of the Education Committee Meeting held May 2, 2018

September Education Committee a long term plan to improve graduation rates with specific attention paid to aboriginal education and special needs graduation rates.

TABLED

IT WAS MOVED BY Trustee Solomon
IT WAS SECONDED BY Trustee Rae

That the Education Committee recommend that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) defer motion EC18/05/02-04 to the Business Committee meeting on May 9, 2018.

Opposed by Trustees: Brennan, Brzovic, Higginson
CARRIED

Trustee Robinson
Re: Premier Award - Excellence in Education

Trustee Robinson recommended that Trustees bring forward, to the next Education Committee Meeting, nominations from Principals and District Staff for the Premier's Award.

QUESTION PERIOD

J. Sinclair asked a question regarding the Academies, including the Lacrosse Academy, not accepting any out-of-catchment students. J. Blain advised that communication has been forwarded to parents/guardians.

ADJOURNMENT

That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 7:26 pm.
Cannabis – a growing concern and a new world order

Paul Hasselback MD MSc FRCPC
Medical Health Officer

Excellent health and care for everyone, everywhere, every time.
Outline

• Use and misuse of cannabis – youth and general population
• The good and the bad
• Medical recommendations vs. legal acceptance
• School system actions
No Use

Experimental Use

Dependent Use

I'm not using substances at all.

I've tried substances 1-2 times because I was curious. I may not do it again.

I use substances every so often with friends, usually after school or on weekends.

Regular Use

Social Use

I use substances daily. My use isn't getting in the way of school, work, family or friendships.

Problem Harmful Use

My substance use is getting in the way of doing the things I need and want to do.

I need to keep using substances, even though my use is causing problems for me.

To my surprise, I was curious. 3:pm

Use substances?gvgu CUKIOUS.
Past-Year Use in Canada

Figure 1. Prevalence of self-reported cannabis use among Canadians by age category


Note: Due to methodological differences between CADUMS and CTADS, comparisons of prevalence estimates between CADUMS (2008–2012) and CTADS data should be made with caution.

Source: AOD Monitoring Project, Centre for Addictions Research of BC

carbc.ca
Substance use in the general population


- Alcohol (acute harm)
- Alcohol (chronic harm)
- Smoking (current)
- Cannabis (past year)
- Other illicit drugs (past year)

* Estimates unstable for other illicit drugs in 2011 & 2013 so suppressed.

Source: AOD Monitoring Project, Centre for Addictions Research of BC
carbc.ca

Page 5
The Good

- May have value in pain management, nausea, muscle relaxation in tremor and spasticity, PTSD,
- Adjunct to therapies for anxiety, insomnia
- Possible adjunct to substance use disorders
- ?more with research

The Bad

- Increase risk of psychosis, depression and anxiety,
- Breathing problems and respiratory conditions
- Chronic illness concerns increasing
- Attention reduction, coordination reduced, memory deficits
- Pregnancy —can affect children’s cognitive functioning, behaviour, future substance use behaviour and mental health.
- ?more with research
Medical recommendations

- **BC College of Physicians and Surgeons**
  recommendation- not for use under age 25
- **Canadian Pediatric Society**
  - No sales to youth
  - Limit THC concentration for purchase for <25
  - Responsible sales:
    - Not near schools, no self service, strict labelling, warnings, strict limitations on marketing, no marketing to youth, restrict on-line purchasing
  - Extend clean air bylaws to include cannabis
  - Public campaign on dangers of cannabis
Safer use guidelines


- Abstain – safest
- Age of initial use – not earlier than mid-20s
- Choice – high CBD:THC ratio
  - Avoid current synthetic cannabinoids
- Avoid smoking combusted materials
- Avoid “deep” inhalation
- Frequency – one day a week, weekend only
- No driving for at least 6 hours
- Not to be used by certain groups (including during pregnancy, family risk for certain mental illnesses)
- Avoid combining risky behaviours
Legalization and youth

- Purchase minimum age 19
- 2 new criminal offences:
  - giving or selling cannabis to youth, and
  - using a youth to commit a cannabis-related offence
- Provincially much not allow a minor to consume or posses
- Prohibit:
  - products that are appealing to youth
  - packaging or labelling cannabis in a way that makes it appealing to youth
  - selling cannabis through self-service displays or vending machines
  - promoting cannabis, except in narrow circumstances where the promotion could not be seen by a young person
- Federal possession by youth is restricted to 5 gm.
- Provincially S (73) minor must not possess, consume......
Student supports

- iMinds
- Guidance and supports
- Conversation and dialogue
  - How to augment in the classroom and school community?
  - Can we learn from past tobacco campaigns with peer led activities?
- Encourage open discussion on all substances/drugs
- Discovery or ADAPS resources
School policy

• Mirror alcohol policies
  – No on site consumption
  – No intoxication
• Is there a need to distinguish “medical use” from “non-medical use”
• Handling of distribution or unregulated sale on school grounds
• Employee policies on both medicinal and non-
Managing use

Smoking - easiest to control

Edible cannabis is not currently legal to sell as food.
Self prepared edibles are not illegal.

Non-smoke product delivery systems: JUULs, juice
Excessive use

- Inexperienced users may overconsume — particularly associated with edibles.
  - Excessive consumption can result in reduced responsiveness and may not be readily distinguished from opioid or benzodiazepine overconsumption
  - Serious overdoses are uncommon, requires time to metabolize cannabinoids from system
- Chronic use and dependency – contact Child youth substance programing (Discovery/ADAPS)
Island Health current supports

- Local network of youth substance use counselling and residential treatment resources with minimal wait times for service
- Programming is family centered program and strives to engage with parents and caregivers in the treatment plan
  - (leveraging the attachments to support the youth and striving to maintain the integrity of the family unit over the long term)
- Workshop available for school parents and caregivers “The Drug Talk” which supports and guides parents on supporting their youth around the issue.
- Recently piloted a workshop for school support staff and teachers around how to address substance use issues in the school
- Expect more as provincial supports roll out
Discovery/ADAPS offer:

- Education & Information
- Youth, Parent, & Family Counseling
- Outreach
- Individualized Service Planning and Coordination
- Referral
- Community Collaboration
It is possible. (Maintenance)

Let's do this. (Action)

So, OK. What do I do now? (Preparation)

Well, maybe. (Contemplation)

No, not me. (Pre-contemplation)
International Student Education

It’s All About the Journey
Quick Facts

- Started in the district in 1998
- K-12 Program
- Office in Dover Bay – 5 full-time staff, 1 part-time, 5 program advisors
- District-operated homestay program
- Over 20,000 K-12 international students hosted in BC in 2016-17
- Guided by the Ministry of Education, CAPS-I, and IPSEA
- Program review conducted in 2015 by Mike McKay
- AP 235 – International Students
Purpose:

The Nanaimo-Ladysmith Board of School Trustees supports an International Student Education Program (ISE) as a means of:

1. increasing intercultural and international understanding,
2. generating supplementary revenues, and
3. increasing enrolment.
ISE in NLPS

ENROLLMENT

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<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
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<td>2017-18</td>
<td>34.5</td>
<td>292.1</td>
</tr>
<tr>
<td>2018-19*</td>
<td>26</td>
<td>235.5</td>
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ISE in NLPS

Annual Tuition Revenue (SOFI)

<table>
<thead>
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<th>School Year</th>
<th>Annual Tuition Revenue (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>$3.00</td>
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<td>2013</td>
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<td>2016</td>
<td>$4.00</td>
</tr>
<tr>
<td>2017</td>
<td>$4.50</td>
</tr>
</tbody>
</table>
Revenue

The revenue from the ISE program translates into:

- Staffing, both ISE and school-based
- Supplies and services in the district
- Direct contributions to schools
- Unallocated revenue to support district spending needs
Current Priorities

- Meeting enrollment targets for 2018-19, setting new targets for 2019-2020
- Diversifying our international student population by country and within schools
- Continuing to promote the program in a variety of international markets
- Updating policy and procedures to mitigate risk and promote the program
- Aligning the ISE program with district goals and values
- Short and long-term strategic planning
Current Priorities

Meeting enrollment targets for 2018-19
- Dover Bay: 98 of 100 seats filled for Sep 2018 – Full
- Wellington: 76 of 80 seats filled for Sep 2018
- NDSS: 40 of 45 seats filled for Sep 2018 – Full
- John Barsby: 38 of 40 seats filled – potential for more?
- Ladysmith: 21 of 20 seats filled – Likely full
- Cedar: 2 students, each 1 semester

2019-2020 Targets?
- Not established yet – complex discussion
Diversifying

Enrollment Percentage by Nationality 2017/18 and 2018/19

Nationality

Percentage of Overall Enrollment (%)

- Austria
- Belgium
- Brazil
- Colombia
- Chile
- Czech Republic
- Denmark
- France
- Germany
- Hong Kong
- Italy
- Japan
- Mexico
- Paraguay
- People's Republic of China
- Republic of Korea
- Spain
- Sweden
- Switzerland
- Thailand
- Turkey
- United States
- Vietnam

2017-18
2018-19
Diversifying

Dover Bay 2017-18, 2018-19

Countries

Percent of Total ISE Enrollment (%)

Austria  0.0
Belgium  0.0
Brazil  0.0
Colombia  0.0
Chile  0.0
Czech Republic  0.0
Denmark  0.0
France  0.0
Germany  0.0
Hong Kong  0.0
Italy  0.0
Japan  0.0
Mexico  0.0
Paraguay  0.0
People's Republic of China  0.0
Republic of Korea  0.0
Spain  0.0
Sweden  0.0
Switzerland  0.0
Thailand  0.0
Turkey  0.0
United States  0.0
Vietnam  0.0

2017-18
2018-19
Current Priorities

- Promoting the ISE Program Internationally
- Travel in 2017-18:
  - Germany
  - Thailand
  - Vietnam
  - Mexico
  - Turkey
  - Japan
  - Czech Republic
  - Ukraine
  - Italy
  - Spain
  - Brazil
Current Priorities

- Updating Policy and Procedures
  - Updates made in 2017-18:
    - Homestay family handbook
    - AP 235 (updates pending)
    - Agent Agreement
    - Student Agreement

- Promotional Material Updates
  - Print material redesign (nearing completion)
  - Website refresh
  - New presentation designed
Current Priorities

Aligning with District Goals and Values

- Accountability
- Collaboration
- Community
- Courage
- Diversity
- Equity
- Ethical standards
- Inclusion
- Respect
- Transparency
Current Priorities

- Short and Long-Term Planning
  - Complex process in a shifting landscape
    - Challenges:
      - SCC Implications
      - Increasing enrollment
      - Homestay availability
      - Competitive market
      - Risk management
    - Opportunities for Growth:
      - South-end schools
      - Short programs
      - Outbound focus
THANK YOU!
Questions?
Background:
The purpose of this administrative procedure is to explain how parents or guardians may, in consultation with their school, arrange for alternative delivery of instruction for reproduction and sexuality content contained within the Physical Health Education (PHE) and Career Life Education (CLE) curriculum. This procedure does not apply to any other BC provincial curriculum.

Information:
Physical Health Education (PHE) in grades K – 10 and Career Life Education (CLE) in grades 10 – 12 are required components of a BC education program offered to all students. PHE and CLE are both provincially prescribed graduation requirements. The delivery of these curricula is governed by policy set by the Ministry of Education. The goals of these curricula are for students to learn about themselves and others and to help develop positive attitudes and caring behaviours for the development of healthy relationships. Teaching students about their bodies and making healthy choices helps them to look after themselves. Good health is comprised of physical, mental and emotional well-being. Please follow the links below for further information.

Unique to these curricula is the opportunity for parent(s)/guardian(s) to request ‘alternative delivery’ of sensitive material pertaining only to the direct instruction of reproduction and sexuality. This administrative procedure does not apply to any other learning standards in the PHE and CLE curriculum; nor does it apply to any other British Columbia provincial curriculum.

Nanaimo Ladysmith Public Schools (NLPS) recognizes the family as the primary educator in the development of the child’s attitudes, standards, and values. In the event of alternative delivery it is required that all prescribed learning standards be addressed and assessed in the agreed-upon alternative manner of delivery. It is the intent of this administrative procedure to ensure that individual/family values, standards and diversities are respected. The District holds high regard to maintaining strong relationships with parents through providing transparency in curriculum delivery.
AP XXX – Alternative Delivery of Sensitive Materials

The purpose of this administrative procedure is to explain how parents or guardians may, in consultation with their school, arrange for alternative delivery of instruction for reproduction and sexuality content contained within the Physical Health Education (PHE) and Career Life Education (CLE) curriculum. This procedure does not apply to any other BC provincial curriculum.

Background

Physical Health Education (PHE) in grades K – 10 and Career Life Education (CLE) in grades 10 – 12 are required components of a BC education program offered to all students. PHE and CLE are both provincially prescribed graduation requirements. The delivery of these curricula is governed by policy set by the Ministry of Education. The goals of these curricula are for students to learn about themselves and others and to help develop positive attitudes and caring behaviours for the development of healthy relationships. Teaching students about their bodies and making healthy choices helps them to look after themselves. Good health is comprised of physical, mental and emotional well-being. Please follow the links below for further information.

Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order states that PHE and CLE are required components of an educational program.

Ministerial Order 302/04, the Graduation Program Order sets out the graduation program requirements which include PHE and CLE.

The Board assigns high value and importance to the need for, and the goals of PHE and CLE. The Board expects educators to provide students with a well-planned and age/developmentally appropriate sequence of learning experiences in these curricula.

Unique to these curricula is the opportunity for parent(s)/guardian(s) to request ‘alternative delivery’ of sensitive material pertaining only to the direct instruction of reproduction and sexuality. This administrative procedure does not apply to any other learning standards in the PHE and CLE curriculum; nor does it apply to any other British Columbia provincial curriculum.

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To maintain partnership between home and school, it is important that parents/guardians be kept informed about all aspects of PHE and CLE. Please see Appendices A and B for standard communication with parents/guardians. The learning standards for this curriculum on the BC Ministry of Education website: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/phe_learning_standards.pdf and https://curriculum.gov.bc.ca/curriculum/career-education/introduction.
Appendix C outlines NLPS curriculum in detail.

Procedure for Alternative Delivery of Curriculum

PHE and CLE address topics of reproduction and sexuality that some parents/guardians may prefer to address at home. In some cases, parents/guardians, in consultation with their child’s school, may choose not to have their child present in class when these specific topics are discussed. Instead, they must agree to address this content in an alternative manner.

Roles and Responsibilities for Alternative Delivery

- The parent(s)/guardian(s) will complete a request form for alternative delivery of the reproductive and/or sexuality content. Please see Appendix D for the PHE/CLE Alternative Delivery Request form.
  - Step 1: The parent(s)/guardian(s) will identify the curriculum they will teach and list on the request form in consultation with the classroom teacher/principal. Please refer to Appendix C for curriculum.
  - Step 2: Record on the request form when the curriculum has been covered by placing a date in the space provided.
  - Step 3: Once the entire list of curriculum (listed on the form) has been covered the parent will date and sign the bottom of the request form to verify that the teaching has occurred and is complete.
    - Note: Appendix E outlines reliable sources of health information to assist the parent/guardian.
- The school will file the form in the student’s file as evidence of alternative delivery of identified content.
- Report card comments will indicate that part PHE/CLE content pertaining to sexuality and reproduction were taught by the parent(s)/guardians(s) outside the classroom.
  - E.g. “Specific curriculum pertaining to the delivery of sensitive material (reproduction & sexuality) in PHE/CLE has been taught at home by the parent/guardian.”

Direct links to Appendices are located here:
- Appendix A: Communication Letter home K-7
- Appendix B: Communication Letter home 8-12
- Appendix C: Curriculum in Detail with Examples
- Appendix D: Request form for Alternative Delivery
- Appendix E: Reliable sources of Health Information
Appendix A: Communication Letter home K-7

Dear Parents and Caregivers,

In order to address important personal health (PHE) learning outcomes, your child will be receiving lessons about their personal safety and their bodies. We call it ‘Body Science’ and ‘Personal/Sexual Health’. These lessons include the topics of body awareness, boundaries, personal safety, interpersonal skills, healthy relationships, and development.

Unless you have been informed otherwise, this curriculum will be delivered by your child’s teacher, or other school district educator.

For parent resources that will help you continue the conversation at home please check out the district sexual health site: https://sexual-education.sd68.bc.ca

The mandated BC Curriculum addressed can be found in the Physical Health Education section on the website https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

The benefits of comprehensive personal and sexual health education are that students will:

1. Have the same, age appropriate, up to date, factual information delivered by a trained educator in a non-judgemental, safe environment (this combats mis-information, bias, stereotypes and myths from social media/internet/TV/peers etc., and is a major tool in preventing discriminations, sexual abuse, and exploitation).

2. Gain knowledge, understanding, skills and the attitudes they will need in order to protect themselves and others from potential harm, and to make healthy decisions and choices (studies show that the more information students have, the longer they delay sexual activity and the less likely they are to make risky decisions, or to be exploited).

You, as parents, are your child’s most important teacher. Students are always encouraged to continue the conversations at home and to check in to what their family rules and family values are when it comes to decision making, health, and relationships.

If you have any questions, please contact your student’s teacher, or school administrator.

Alternative Delivery:
“In cases where parents feel more comfortable addressing by means other than instruction by a teacher, parents may arrange to address topics related to reproduction and sexuality by an alternative means. This must be arranged in consultation with their school. The alternate means must be agreed upon by the students, their parents or guardians, and the school.”

“The alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard” www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/alternative-delivery-in-the-physical-and-health-curriculum

Link to NLPS Alternative Delivery Procedure Here

Sincerely,
Appendix B: Communication Letter home 8-12

Dear Parents and Caregivers,

Being a teenager can be a challenging time. Our goal as educators is to teach the skills required for students to become safe decision makers, honor their identities, and have healthy interpersonal relationships in their futures. Students often report that ‘school’ and ‘home’ are where they want most of their health information to come from. We will be addressing some important topics around personal health and safety based on the mandated provincial curriculum.

Unless you have been informed otherwise, this curriculum will be delivered by your child’s teacher, or other school district educator.

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Link to NLPS Alternative Delivery Procedure Here

Sincerely,
Appendix C: Curriculum in Detail with Examples

GRADE BY GRADE: WHAT TO TEACH

K-GRADE 10
CURRICULUM IN DETAIL

PERSONAL AND SEXUAL HEALTH
PHYSICAL HEALTH EDUCATION CURRICULUM
2018

Compiled by School District 68 Sexual Health Coordinator

Notes:
- The goal of comprehensive sexual health education is for all people to gain the skills and knowledge required to maintain healthy bodies, healthy relationships, healthy body image, and to know what to do in unsafe situations. Sexual Information Education Council of Canada https://sieecan.org/wp/
- Quality sexual health education has a direct impact on preventing negative outcomes, and promoting positive ones. McCreary Centre Society (BC Adolescent Healthy Survey) https://www.mcs.bc.ca/
- An adequate amount of time must be dedicated to mandated curriculum with at least a minimum of 6-11 lessons required to address all ‘personal and sexual health’ content found in PHE
- Most personal safety and sexual health content is found in Physical Health Education (PHE). Broader topics of social justice and development are found in Social Studies (SS) and Science (SC). Topics such as honouring diversity and creating inclusive environments are everyone’s responsibility to address.
- Note: Sexual health education in grade k-3 is about personal safety and empowerment.
  - Based on research and evidence, one of the best ways to prevent and stop abuse or exploitation in children is to:
    - Teach them the names for their body parts including their genitals -to teach them their body belongs to them and no one can touch their private parts unless it’s a doctor or a safe adult (helping you wash or wipe).
    - Furthermore, it is standard practice to use a diagram/ drawing of a child’s body and have kids label the names of body parts -they then draw a bathing suit that covers the private parts and kids can demonstrate the learning concretely.
    - Abusers are less likely to target children who have this information, and youth are more likely to report abuse if they know this information. (Canadian Centre for Child Protection)
- More information can be found at:
  - https://sexual-education.sd68.bc.ca
  - https://curriculum.gov.bc.ca/curriculum
Appendix C: Curriculum in Detail with Examples

K, 1 (Supplemented by Kids in the Know)
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction
- Emotions and their causes and effect
  o To be able to identify and label feelings
  o Promoting awareness of emotions and explaining how to recognize and express feelings in one’s self and others (body language, expression, saying “I feel...when...”)
- Caring behaviours in groups and families
- All individuals, and families are different (honour diversity): Social Studies Curriculum (SS)
  o Including adoptive, same sex, single parent etc.
  o Nurturing, guidance, love, respect
- Reliable sources of health information (safe adults)
  o Be able to identify a Safe Adult – helping children identify the adults at school, home, community they can talk to in the event they are harmed.
- Hazards and Potentially Unsafe situations
  o Focus on sexual abuse prevention strategies
    ▪ Names for body parts including genitals (private parts)
      o Penis, testicles, vulva, vagina, anus, clitoris, breast, nipple
      ▪ Parts that your bathing suit covers
    ▪ Mouth: rules about kissing for kids: quick simple peck on the dimple, closed mouth kiss only for family, not appropriate to kiss friends, and your mouth belongs to you
  o To be able to use assertiveness skills – teaching children that it is okay to say “No, Stop, I don’t like this” to someone that makes them feel confused or uncomfortable.
- Appropriate and inappropriate ways of being touched (safe vs. unsafe vs. secret)
  o Safe: makes you feel safe, calm, happy,
    ▪ Some safe touch we don’t like but is necessary: medical checkups, washing in the bath, wiping after using toilet
  o Unsafe: cause hurt, pain, damage, ex: kick genitals, pinch nipples, tickle or wrestling when we don’t want to
  o Secret: No one is allowed to touch under where your bathing suit would cover, you are not allowed to keep secrets about touch, Secrets about touching are Not Okay – promoting disclosure by teaching children what type of touching is Okay and Not Okay, To understand that secrets about pictures are Not Okay – addressing the connection between child pornography and sexual abuse by promoting the disclosure of secretive picture taking.

Grades 2, 3 (Supplemented by Kids in the Know)
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction
- Managing and expressing emotions
- Relationship between worries and fears (gr 3)
- Strategies and skills to use in potentially hazardous, unsafe, or abusive situations
Appendix C: Curriculum in Detail with Examples

- Focus on sexual abuse prevention strategies (see K-1 above)
  - Names for the genitals (private parts) Parts that your bathing suit covers
    - Penis, testicles, vulva, vagina, anus, clitoris, breast, nipple
    - Mouth: rules about kissing for kids: quick simple peck on the dimple, closed mouth kiss only for family, not appropriate to kiss friends, and your mouth belongs to you
  - Avoidance/assertiveness skills
    - Strong voice: ‘No’, ‘Stop’, ‘I don’t like this’
    - Calling out for help, getting away, report to trusted/safe adults
    - Not giving out personal info (strangers/internet)
- Strategies for accessing health information
  - Reporting to safe/trusted adults, medical professionals, health/safety signs
  - Factors that influence self-identity (all families are different, everyone is unique and to be valued, honor diversity)
    - Gr. 2: Including self-esteem, efficacy, cultural heritage, body image
    - Gr. 3: Including cultural heritage, interests, media, peers
  - Nature and consequences of bullying (gr 3)
    - Acknowledging similarities and differences (honouring diversity)
    - Describe and apply strategies for developing and maintaining positive relationships

Grade 4 (Supplemented by Kids In the Know Program and teachingsexualhealth.ca and puberty guides)
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

- factors that influence self-identity (including body image and social media)
  - how we feel about ourselves can be influenced by others’ words or actions
  - receiving and sending messages about looks, clothes, beliefs, cultural background
- media messaging and body image: health related messages communicated through internet, magazines, TV
- identifying common lures or tricks used by potential abusers
  - special attention/compliments, saying they know a family member, using internet to get info
- strategies and skills to use in potentially hazardous, unsafe or abusive situations
  - Strong voice: ‘No’, ‘Stop’, ‘I don’t like this’
  - Calling out for help, getting away, report to trusted/safe adults
  - Not giving out personal info (strangers/internet)
- strategies for responding to bullying, discrimination, and violence
  - assess, avoid, be assertive, report, seek help
  - everyone has a right to live/go to school in an environment free from discrimination regardless of orientation or gender identity
- physical, emotional, and social changes (development of bodies, relationships, thoughts and feelings) that occur during puberty, including those involving:
Appendix C: Curriculum in Detail with Examples

- Sexuality (capacity for sexual feelings: how to manage those)
- Sexual identity: component of one’s identity that reflects sexual self-concept (gender identity/sexual orientation)
  - Gender identity is a deep, internal sense of being a man, woman, and for some people neither or both. For many it corresponds to the sex assigned at birth, and for some it doesn’t
  - Orientation is romantic, sexual attraction someone has for another in relation to their gender
  - Gender is a range of characteristics of masculinity, femininity, or non-binary
- Communicable and non-communicable illnesses: spread/contracted vs ones that cannot be caught. Some diseases and infections are spread from touch, fluids, proximity

Grade 5 Supplemented by Kids in the Know, teachingsexualhealth.ca and puberty guides, www.sogileducation.org

Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

- Sources of health information and support services
  - Medical professionals, safe adults, medical clinics, community services
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
  - Knowing their right not to be abused (or exploited), assertiveness, avoiding, internet safety,
  - Knowing tricks and lures of abusers
- Responding to discrimination, bullying, stereotyping
  - Past discrimination of government agencies (including trans and homophobia) (SS)
  - Human rights and how to respond to discrimination including LGBTQ2S+ rights, same sex marriage, gender equity etc. (SS)
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships
  - Development of bodies, relationships, thoughts and feelings
  - Capacity for sexual feelings (how to manage those)
  - A component of one’s identity that reflects sexual self-concept (gender/orientation see gr. 4)
- Basic function and structure of the digestive system (Science curriculum)
- Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses
  - Washing hands
  - Covering mouth when coughing
  - Washing hands after sneezing and/or coughing
  - Resting when sick
  - Staying away from others when sick
  - Some diseases and infections are spread from touch, fluids, proximity
Appendix C: Curriculum in Detail with Examples

**Grade 6** (Supplemented by Kids in the Know Program, teachingsexualhealth.ca/puberty guides, www.sogieducation.org)
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

- sources of health information
  - Magazines, internet, ads on TV, flyers
- basic principles for responding to emergencies
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
  - knowing their right not to be abused (or exploited), assertiveness, avoiding, internet safety,
  - knowing tricks and lures of abusers
- consequences of bullying, stereotyping, and discrimination
  - Global inequity issues including treatment of minorities (could include LGBTQ2S+) and the importance of social justice (SS)
- physical, emotional, and social changes that occur during puberty and adolescence
- Basic function and structure of the: excretory, reproductive, hormonal, nervous systems (Science curriculum)
- influences on individual identity: including sexual identity, gender, values, and beliefs
- practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases
  - Meningococcal C (practices: vaccination, not sharing drinks)
  - gonorrhea, chlamydia, herpes, HPV, HIV/AIDS, Hepatitis B/C (Practices: abstinence, regular testing, HPV vaccine in gr 6/9, limiting sexual partners, condoms, avoiding contaminated needles (drug use/tattoos etc)
  - all types of sex carry risk of STIs
    - mucous membranes (mouth, vulva, anus, penis) in contact with fluids (blood, breast milk, semen, vaginal fluid) can lead to transmission

**Grade 7** (Supplemented by Kids in the Know Program, teachingsexualhealth.ca/puberty guides, www.sogieducation.org)
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

- sources of health information
  - medical professionals, pamphlets, eHealth information (www.sexandu.ca, www.optbc.org) community services and clinics
- basic principles for responding to emergencies
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
  - knowing their right not to be abused (or exploited), assertiveness, avoiding, internet safety,
Appendix C: Curriculum in Detail with Examples

- knowing tricks and lures of abusers
- consequences of bullying, stereotyping, and discrimination
- signs and symptoms of stress, anxiety, and depression
  - problems sleeping, restlessness, loss of appetite/energy, wanting to be away from friends/fam
- influences of physical (how our bodies change), emotional (how our thoughts and feelings evolve), and social changes (how our relationships and interactions evolve)
  - on identities and relationships
- practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases
  - Meningococcal C (practices: vaccination, not sharing drinks)
  - gonorrhea, chlamydia, herpes, HPV, HIV/AIDS, Hepatitis B/C (Practices: abstinence, regular testing, HPV vaccine in gr 6/9, limiting partners, condoms, avoiding contaminated needles (drug use/tattoos etc)
    - all types of sex carry risk of STIs
      - mucous membranes (mouth, vulva, anus, penis) in contact with fluids (blood, breast milk, semen, vaginal fluid) can lead to transmission

Grade 8
Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction

- healthy sexual decision making
  - knowing and respecting personal and family values
  - knowing boundaries and being able to communicate them
  - being aware of what to do in risky situations
    - understanding risk of sexual touch includes: pregnancy, and STIs
      - reducing risk: abstain, knowing your partner, limiting # of sexual partners, condoms, contraception, regular STI testing,
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
  - How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community? (sample: sexual violence)
    - telling a trusted adult
    - being assertive
    - avoiding potentially unsafe situations
    - safe use of the Internet
    - identifying tricks and lures used by predators
- marketing and advertising tactics aimed at children and youth (sample: pornography and effects on body image, self-esteem, healthy relationships, consent)
- potential short-term and long-term consequences of health decisions
Appendix C: Curriculum in Detail with Examples

- including protection from sexually transmitted infections and unplanned pregnancies
- sources of health information (that are reliable)
  - medical professionals (Doctor, walk in clinic, Options for Sexual Health, *811)
  - magazine and TV advertisements (how to know what is valid and reliable)
- basic principles for responding to emergencies
- consequences of bullying, stereotyping, and discrimination
  - What can you do if you are being bullied and/or see someone else being bullied?
- media and social influences related to potentially addictive behaviours: sample topic, pornography
- signs and symptoms of stress, anxiety, and depression
  - What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
- influences of physical (how our bodies change), emotional (how our thoughts and feelings evolve), and social changes (how our relationships and interactions evolve)
  - on identities and relationships
    - How do the various changes you may be experiencing during adolescence influence your relationships with others?
    - How might the changing ways in which you think about yourself and others influence your identity?

Grade 9 (Supplemented by CCCP's Kids in the Know, www.teachingsexualhealth.ca, www.sogieducation.org)

Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction
- Discriminatory policies, attitudes, and historical wrongdoings (sample topic: gender) SS
- See above (grade 8)

Grade 10 (Supplemented by CCCP's Kids in the Know, www.teachingsexualhealth.ca, www.sogieducation.org)

Please see: https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction
- discriminatory policies and injustices in Canada and the world (SS), Sample topics:
  Women's rights:
  - women's suffrage, the Persons Case
  - the Royal Commission on the Status of Women (RCSW)
  - contraceptives and abortion
  - sexism
LGBT2Q+:
  - same-sex marriage
  - decriminalization of homosexuality
  - LGBT2Q+ civil liberties
Appendix C: Curriculum in Detail with Examples

• Sexism
  • advocacy for human rights, Sample topics:
    Human rights tribunals (which led to NLPS Inclusion Policy and SOGI Procedure)
    Canadian Bill of Rights and Canadian Charter of Rights and Freedoms
    Supreme Court challenges
    International declarations (e.g., UN Declaration on the Rights of the Child)
  • healthy sexual decision making
    • knowing and respecting personal and family values
    • knowing boundaries and being able to communicate them
    • being aware of what to do in risky situations
  • marketing and advertising tactics aimed at children and youth (sample: pornography and effects on body image, self-esteem, healthy relationships, consent)
  • potential short-term and long-term consequences of health decisions
    • including protection from sexually transmitted infections and unplanned pregnancies
      • for example: responsibilities and realities of parenting
    • sources of health information (that are reliable)
      • medical professionals (Doctor, walk in clinic, Options for Sexual Health, *811)
      • magazine and TV advertisements (how to know what is valid and reliable)
  • basic principles for responding to emergencies
  • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
    • How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community?
      • telling a trusted adult
      • being assertive
      • avoiding potentially unsafe situations
      • safe use of the Internet
      • identifying tricks and lures used by predators
  • Analyze strategies for responding to discrimination, stereotyping, and bullying
    • responding: What can you do if you are being bullied or see someone else being bullied?
    • What can you do if you are being bullied and/or see someone else being bullied?
  • media and social influences related to potentially addictive behaviours: sample topic, pornography
  • signs and symptoms of stress, anxiety, and depression
    • What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
  • influences of physical (how our bodies change), emotional (how our thoughts and feelings evolve), and social changes (how our relationships and interactions evolve)
    • on identities and relationships
    • How do the various changes you may be experiencing during adolescence influence your relationships with others?
Appendix C: Curriculum in Detail with Examples

- How might the changing ways in which you think about yourself and others influence your identity?
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict
  - skills: could include:
  - communication skills
  - negotiation strategies
  - conflict resolution techniques
- Analyze the potential effects of social influences on health, social influences: could include:
  - social media
  - use of technology (e.g., gaming)
  - peer pressure
  - How can I manage my use of technology
Appendix D

REQUEST FOR ALTERNATIVE DELIVERY OF SENSITIVE MATERIAL

Student: ___________________________ DOB: ___________________________
School: ___________________________ Grade: ___________________________

This procedure is for parents/guardians who choose to teach specific parts of the curriculum containing sensitive content (sexuality & reproduction) within the PHE curriculum at home.

In consultation with teacher/principal please identify the content that will be taught at home. Please refer to Appendix C for specific wording.

The components of the curriculum that I will take responsibility for teaching my child are:

<table>
<thead>
<tr>
<th>Content (Step 1)</th>
<th>Date Covered (Step 2)</th>
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Once the above content has been taught please complete the remaining part of this form and deliver to the school principal to be placed in the student's cumulative file.

☐ I verify that the above listed curriculum components have now all been taught at home.

☐ I feel confident that my child understands the content and can demonstrate their knowledge.

_________________________________________  _______________________________
Parent/Guardian Signature                              Date

The information on this form is collected under the authority of the School Act, Sections 13 and 79. The information provided will be used for educational program purposes and, when required, may be provided to health services, social services or other support services as outlined in Section 79(2) of the School Act. The information on this form will be protected under the Freedom of Information and Protection of Privacy Act. If you have any questions about the collection and use of this information, please contact the principal of your school or the Information & Privacy Officer, Nanaimo Ladysmith Public Schools, 395 Wakesiah Avenue, Nanaimo, B.C. V9R 3K6 Telephone: (250) 754-5521.

C:serslewohilleben\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\5ZYJGOPWt5 Appendix D Request for Alternate Delivery of Sensitive Material.docx
Appendix E: Reliable sources of Health Information

RELIABLE SOURCES OF HEALTH INFORMATION

General Health Resources For Youth

- www.kidshealth.org (health info for youth)
- www.kidhelpphone.ca (health and personal safety support)
- www.amaze.org (animations and cartoons)
- www.kidsintheknow.ca (personal safety)
- http://redcrosselearning.ca/HRY.php Free Youth Healthy Relationship Course Gr. 7 (90 min online)
- www.optbc.org Everything Sexual And Reproductive Health Care
- www.sexuandu.ca Canadian Society of Obstetricians and Gynecologists

Teaching Resources for Parent/Guardian

- Ministry of Education Mandated Curriculum
  - https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction
- School District 68, District Personal and Sexual Health Website
  - https://sexual-education.sd68.bc.ca
- Sexual Information Education Council of Canada
  - http://sieccan.org/wp/
- Personal Safety Lessons
  - www.kidsintheknow.ca
- Puberty Guide for Parents and Youth
- Honouring Diversity/Sexual Identity/LGBTQ2S+
  - www.sogieducation.org
  - https://www.sogieducation.org/parents/
- Recommended Book Lists http://powerupworkshops.ca/resourceslinks/
- The Law, Age Of Consent, Online Harassment (In Multiple Languages)
  - http://www.westcoastleaf.org/2017/03/30/is-that-legal/
- Sexual Health Lesson Plans K-12
  - www.teachingsexualhealth.ca
- STI Info
  - https://smartsexresource.com/
- Everything Sexual And Reproductive Health Care
  - www.optbc.org
- Canadian Society of Obstetricians and Gynecologists
  - www.sexuandu.ca
- McCreary Centre Society (BC Adolescent Healthy Survey)
  - https://www.mcs.bc.ca/
District Academies & Next Steps
NLPS Academy Programs

• Departure Bay Eco School
• Wellington Secondary School
  Jazz
• Dover Bay Secondary School
  Performing Arts and Baseball
• Nanaimo District Secondary School
  NLPS Soccer, Central Island Lacrosse, Vancouver Island Beach Volleyball, Hockey Canada Skills
Departure Bay Eco School

• Elementary Eco focused School

• In-catchment enrolment is growing and these students are naturally taking spaces

• School is at capacity, with no room for expansion on-site
Wellington: Jazz Academy

- All registered students come from in-catchment
- Senior Program Grade 11/12
- One Block (outside of the timetable)
- No audition or tryouts, but students may receive recommendation
- No fee for the program
Performing Arts: Dover Bay

• Includes out of catchment registrants
• Grade 8-12 Program
• Audition based
• Two blocks (inside the timetable)
• No fee for the program
Baseball: Dover Bay

• Includes out of catchment/out of district students
• Developmental Program, no tryouts
• One block (inside the timetable)
• Fee Structure: $700
  - guest coaches
  - field rentals and indoor equipment
Soccer Academy: NDSS

- Majority of students are in catchment
- Skill and development focus
- Two blocks (inside the timetable)
- No tryouts
- Fee Structure: $400
  - Guest coaches/trainers
  - Equipment/apparel
Central Island Lacrosse: NDSS

• Majority of registrants are out of catchment
• Skill based and exposure based program
• Four blocks: Two Junior and Two Senior (inside the timetable)
• No tryouts: Teams play in tournaments and BC High School Provincials under the NDSS banner
• Fee Structure: New: $1000  Returning: $800  Female: $600
  - Equipment, apparel, transportation, and instructors
VI Beach Volleyball: NDSS

- Majority of registrants are in catchment
- Technical and tactical skill development
- Two Blocks: Junior and Senior program (inside the timetable)
- No tryouts
- Fee Structure: $800
  - Transportation, instructors, facility rentals, apparel
Hockey Canada Skills: NDSS

- Includes in and out of catchment/district
- Program is individual skill development
- Two Blocks: Junior and Senior (Inside the timetable)
- One Block: Silvertips, sponsored by BC Hockey
- No tryouts
- Fee Structure: $800
  - Facility rental, coaches, equipment, and apparel
Facility/Capacity Challenges

Phase 1: Review all District Programs with ‘Academy’ status

Phase 2: Identify solutions to relieve immediate facility issues

Phase 3: Create a process with guidelines and criteria for future growth and expansion

Phase 4: Develop a long-term plan to ensure sustainability of programs
Questions
To: Education Committee  
From: Taunia Sutton, Director of Finance  
RE: 2018/2019 Budget

**Budget Process:**
The District's Annual Budget is prepared by aligning current year initiatives to Board Goals which are:

- Meeting each student's unique needs
- Continuous improvement of instruction and assessment
- Reconciliation
- Organizational effectiveness and accountability to support student learning

The Board of Education is in year two of *2020 Vision: A Three Year Plan*, which has a focus on:

- Student Success
- Maintaining financial stability and continuity by reviewing, preparing and prioritizing 3-year budget planning
- Changing culture by moving towards increased collaboration and engagement

The **Annual Budget process** begins in early January, for the next school year, and includes the following:

- Estimated enrolment projections, due to the Ministry by Feb 15th for March 15th funding announcement
- Departmental presentations outlining priorities, goals, objectives and data to support needs and initiatives
- Stakeholder meetings (NDTA, CUPE, PDAC, and Partner Groups)
- Budget working sessions to determine District priorities for potential resource allocation
- Review of local capital and accumulated operating surplus balances Year-over-Year
- Establishment of a preliminary Base Budget for discussion, review and analysis
  - Amendment of Base Budget to included resource allocations, per District priority, when enrollment is inclining, or
  - Re-allocation of current year resources with flat enrollment, or
  - Reducing Budgets, aligned with Board Goals, in declining enrollment
• Presentation of Draft Budget to the Board of Education
• Per Board direction, finalization of Budget and present for Bylaw approval
• Allocation of budgeted staffing to schools for next year postings
• Monitor, control and report Budget figures during the Fiscal year as required
• Preparation and presentation of the District’s Annual Amended Budget to the Board early January for required Bylaw approval and Ministry submission by Feb 28th.

Budget Preparation:
The Annual Budget is prepared by taking the current year’s Annual Amended Budget and rolling it over, then adjusting it to reflect District initiatives where applicable and any anticipated or required changes which could include;

• District Student enrolment
• International Student enrolment/tuition
• Ministry Block Funding
• Ministry Grants/other funding
• Provincial/Federal Grants
• Current year’s Annual Facilities Grant/Plan
• Capital and Local Capital Funding, Projects, and projected expenditures
• Removal of prior year’s restricted surplus
• Removal of prior year’s deferred revenue
• Removal of prior year’s one time budget strategies (FTE or Expenditures)
• Anticipated/required salary increases per Collective Agreement’s, Employment Contracts or Ministry direction
• Average Teacher Salary Cost/Average TTOC Cost adjustments if substantiated by cost analysis
• Benefit rate adjustments if applicable
• Contractual obligations such as Pro-D Funds, Release time, etc
• Special Purpose Fund reorganizations, annual plans
• Departmental expenditure reorganization per defined needs
• District Initiatives/strategies to align with Board goals and objectives
• Potential Expenditure adjustments (+/-) for utilities, supplies, equipment, software, insurance, legal fees, professional development, etc.
• Annual software license fees/contracts
• Rentals and Leases
• Adjustment of Premium and Allowance costs for items such as Maternity/Paternity Pay, Department Head Allowances, Shift and First Aid premiums
• Actuarial Expense
• Adjustments for projected (or confirmed) costs for items such as the Next Generation Network contribution, Employee Future Benefits Liability, Job Evaluations and potential Grievance/Arbitration Settlements, etc
**2018-2019 Annual Budget Notables**

- Basic student enrolment increased by 155,767 over the 17/18 Annual Amended Budget.

- Increased student enrolment combined with the remaining Ministry of Education **block** funding factors provided the District with an additional $3.4 million in Operating Funds. *This figure would then be combined with all other Revenue sources for an overall +/-*

- CUPE hourly rates were increased to align with the Collective Agreement Pay Scale for 2018-2019; overall increase is 1.5%.

- Data substantiated that benefit rates be reduced for all Employee Groups. This excluded CUPE as their Benefit rate was reduced in the 17/18 Amended Budget.

 ➢ **Note:** January to June of 2019 the District is required to pay into the newly established Employer Health Tax, in addition to MSP premiums. As this cost is one-time staff recommend it be funded from 17/18 restricted surplus to avoid funding it from this year's operating Fund which would have required cuts to some of the District's 18/19 Budget Strategies.

- Staff revised recommendation and Board approval to maintain four Community School Coordinators for an additional year, funded from Restricted Surplus.

- Funds have been set aside within the Budget for PSEC/BCPSEA directed salary increases during 18/19 for Exempt Positions which include Senior Management, Principals and Vice Principals, and Excluded Staff. If/when increases are provided, salaries will be increased within the Budget and the Fund will be reduced accordingly.

- EA staffing – Formula provides general EA staffing and the Operating Budget provides a base contingency of hours in order to add staff, as designations are identified, over the course of the school-year.

 ➢ This contingency is generally not enough (notable Year-over-Year trend) and is therefore increased over the school year per request of Learning Services. The fund is then reduced to the base hours in the next year's Annual Budget. In an effort to better align staffing with position continuity, lessen employee anxiety and reduce administrative burden, staff opted to carry the contingency hours in the 17/18 Amended Budget to the 18/19 Annual Budget, thereby maintaining the majority of current EA staffing levels.

- 2018-2019 District Budget Strategies have been incorporated into the Annual Budget with an associated cost of approximately $2.5 Million dollars.

- 2017-2018 District Budget Strategies (on-going vs. one-time) have been incorporated into the Annual Budget with an associated cost of approximately $1.4 Million dollars.
• The Classroom Enhancement Fund has an overall decrease of $1.35 million due to the overhead submission guidelines for 18/19. Teacher FTE remains unchanged, prior year CUPE positions were maintained; additions include 2 EA’s and a .50 FTE Human Resources Assistant. Also, Remedy funding/costs have not yet been determined so are not included in the Annual Budget.

• 2017-2018 Surplus will be calculated at year end and presented in the Financial Statements. The Board will determine the amount, if any, that will be allocated to and represented in the 18/19 Amended Budget.

• Any surplus remaining in Special Purpose Funds at year-end will be added to the Amended Budget as Deferred Revenue.

Appendices:

Appendix B: 2018-2019 Annual Budget – Expenditure Notes
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<th>Percentage Change</th>
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Note: The above data was sourced from the financial report.
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<th>Category</th>
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<td>Current Funding</td>
<td>1,200,000</td>
<td>1,300,000</td>
<td>8.3%</td>
</tr>
<tr>
<td>Federal</td>
<td>400,000</td>
<td>450,000</td>
<td>12.5%</td>
</tr>
<tr>
<td>State</td>
<td>600,000</td>
<td>670,000</td>
<td>11.7%</td>
</tr>
<tr>
<td>Local</td>
<td>200,000</td>
<td>280,000</td>
<td>40.0%</td>
</tr>
<tr>
<td>Miscellaneous Funding</td>
<td>200,000</td>
<td>200,000</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,400,000</td>
<td>2,850,000</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

Note: All figures are in thousands of dollars.
<table>
<thead>
<tr>
<th>Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>000125</td>
<td>0000125</td>
</tr>
</tbody>
</table>

*Note: The table above represents a comparison of reference numbers.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Expenditure</th>
<th>Project Budget</th>
<th>Discrepancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>033/06</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/07</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/08</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/09</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/10</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/11</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>033/12</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Category</td>
<td>Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1234</td>
<td>Introduction to Laboratory Techniques</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2345</td>
<td>Molecular Biology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>3456</td>
<td>Classical Mechanics</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>4567</td>
<td>Calculus II</td>
<td></td>
</tr>
</tbody>
</table>

The above table outlines the subjects covered in the first year of study. Each course includes a laboratory component to enhance practical skills.

The diagram illustrates the flow of student data through various stages of the academic process. Each step is color-coded to indicate the status of application and progress, with green highlighting the active and approved stages.

The chart shows a summary of academic achievements, with the most recent data indicating a 90% completion rate in the first semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001</td>
<td>Smith</td>
<td>123 Main St.</td>
<td>555-1234</td>
<td><a href="mailto:smith@email.com">smith@email.com</a></td>
<td>New customer</td>
</tr>
<tr>
<td>0002</td>
<td>Johnson</td>
<td>456 Oak Ave.</td>
<td>555-5432</td>
<td><a href="mailto:johnson@email.com">johnson@email.com</a></td>
<td>Existing customer</td>
</tr>
<tr>
<td>0003</td>
<td>Brown</td>
<td>789 Elm St.</td>
<td>555-9876</td>
<td><a href="mailto:brown@email.com">brown@email.com</a></td>
<td>New customer</td>
</tr>
</tbody>
</table>

### Sales Summary

<table>
<thead>
<tr>
<th>Product</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>$100</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>$50</td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>$20</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>$1,500</td>
</tr>
<tr>
<td>Utilities</td>
<td>$500</td>
</tr>
<tr>
<td>Supplies</td>
<td>$200</td>
</tr>
</tbody>
</table>

### Income Statement

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Expenses</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>$2,500</td>
<td>$1,200</td>
</tr>
<tr>
<td>Costs</td>
<td>$1,000</td>
<td>$500</td>
</tr>
</tbody>
</table>

### Balance Sheet

<table>
<thead>
<tr>
<th>Asset</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$1,000</td>
</tr>
<tr>
<td>Accounts Receivables</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

### Notes

- All amounts are in USD.
- All figures are rounded to the nearest dollar.
- The balance sheet reflects the end of the fiscal year.
<table>
<thead>
<tr>
<th>Year</th>
<th>Sales $</th>
<th>2017 Annual Budget</th>
<th>2018 Annual Budget</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$90,000</td>
<td>$100,000</td>
<td>$105,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>2018</td>
<td>$95,000</td>
<td>$110,000</td>
<td>$115,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>2019</td>
<td>$100,000</td>
<td>$120,000</td>
<td>$125,000</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

Note: The data reflects activity for Calendar Year 2017 and 2018. The table above shows the sales and budget data for the years 2017 and 2018, with a comparison to the 2017 Annual Budget. The difference between the actual sales and the budgeted amount is also provided.
<table>
<thead>
<tr>
<th>Position/Grade</th>
<th>FTE</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Principal-GT</td>
<td>2.19</td>
<td>$174,440</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1.00</td>
<td>$65,202</td>
</tr>
<tr>
<td>School Secretary</td>
<td>1.00</td>
<td>$65,202</td>
</tr>
<tr>
<td>School Secretary - Elementary</td>
<td>1.00</td>
<td>$65,202</td>
</tr>
<tr>
<td>School Secretary - Secondary</td>
<td>1.00</td>
<td>$65,202</td>
</tr>
<tr>
<td>Principal</td>
<td>2.19</td>
<td>$174,440</td>
</tr>
<tr>
<td>Total</td>
<td>8.39</td>
<td>$631,874</td>
</tr>
</tbody>
</table>

- FTE: Full-Time Equivalency
- Salary: Annual Salary

Note: The table above represents the salary and FTE distribution across various school positions. The total salary expenses are calculated based on the FTE and individual salaries for each position.
<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>20%</td>
<td>$100,000</td>
</tr>
<tr>
<td>Category 2</td>
<td>30%</td>
<td>$150,000</td>
</tr>
<tr>
<td>Category 3</td>
<td>50%</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

*Note: This table represents a sample of data from the document.*

Additional notes and comments:
- Category 1 includes all items with a percentage of 20%.
- Category 2 includes all items with a percentage of 30%.
- Category 3 includes all items with a percentage of 50%.

The document contains various tables and figures related to financial and statistical data. The page includes a table with columns for type, percentage, and amount. The table data is presented in a clear and organized manner, making it easy to understand the distribution of values across different categories.
<table>
<thead>
<tr>
<th>Department</th>
<th>Beginning Balance</th>
<th>Actual Year</th>
<th>Budget Year</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$123,456</td>
<td>$123,456</td>
<td>$123,456</td>
<td>$123,456</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Variance is determined by subtracting the budgeted amount from the actual amount.
## 2018/19 Annual Budget - Summary of changes in Budgeted Expenditure amounts

### Professional Services

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB-ED</td>
<td>$470,215.00</td>
</tr>
<tr>
<td>Business Services</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Communications</td>
<td>$71,300.00</td>
</tr>
<tr>
<td>Custodial</td>
<td>$9,000.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>H&amp;S</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>HR</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>IS</td>
<td>$33,500.00</td>
</tr>
<tr>
<td>ST</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Super</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>Trustees</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>$86,422.00</td>
</tr>
<tr>
<td>Gabriels</td>
<td>$13,885.00</td>
</tr>
<tr>
<td>LS Diversity/Tribal</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Community LINK</td>
<td>$450,558.00</td>
</tr>
</tbody>
</table>

### Travel and Training

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB-ED</td>
<td>$17,000.00</td>
</tr>
<tr>
<td>Communications</td>
<td>$21,000.00</td>
</tr>
<tr>
<td>CEF</td>
<td>$27,725.00</td>
</tr>
<tr>
<td>Director of instruction</td>
<td>$3,600.00</td>
</tr>
<tr>
<td></td>
<td>$28,725.00</td>
</tr>
</tbody>
</table>

### Mileage

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Community School Prgs</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Director of instruction</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>John Barsby Operating</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Rutherford Operating</td>
<td>$365.00</td>
</tr>
<tr>
<td>LINK</td>
<td>$13,000.00</td>
</tr>
<tr>
<td></td>
<td>$1,859.00</td>
</tr>
</tbody>
</table>

### Other contrasts

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>$83,832.00</td>
</tr>
<tr>
<td>Learning Service</td>
<td>$22,000.00</td>
</tr>
<tr>
<td>Learning Service</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$7,079.00</td>
</tr>
<tr>
<td></td>
<td>$65,000.00</td>
</tr>
<tr>
<td></td>
<td>$25,241.00</td>
</tr>
</tbody>
</table>

### Equipment

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEF</td>
<td>$340,000.00</td>
</tr>
<tr>
<td>Custodial</td>
<td>$48,936.00</td>
</tr>
<tr>
<td>District Admin</td>
<td>$240,948.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>$245,000.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$126,755.00</td>
</tr>
<tr>
<td>Miscellaneous Grants</td>
<td>$450,674.00</td>
</tr>
<tr>
<td>Special Equip</td>
<td>$80,379.00</td>
</tr>
<tr>
<td></td>
<td>$462,834.00</td>
</tr>
</tbody>
</table>

### Computer Purchases

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Communications</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>IS</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>AB-ED Technology (SP)</td>
<td>$31,000.00</td>
</tr>
<tr>
<td>Miscellaneous Grants</td>
<td>$90,641.00</td>
</tr>
</tbody>
</table>

9.1
April 23, 2018

To: Board Chairs

I am pleased to inform you of the new Premier’s Awards for Excellence in Education. Government is proud to recognize the enormous contributions of BC’s exceptional teachers, administrators and support staff that are vital to the cultural, economic and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, students, and their communities.

The Awards are open to all education professionals within the BC education system. Awards will be given in the following categories:

- Outstanding New Teacher
- Technology and Innovation
- Diversity and Inclusion
- Indigenous Education
- Social Equity
- Community Engagement
- School and District Leadership
- Extra-Curricular Leadership
- Outstanding Support (non-teaching staff)

Nominations are now open and are welcome from all BC citizens, including students, parents, teachers, administrators, school trustees and community organizations. The deadline for nominations is June 18, 2018.

For more information on the Awards, including a downloadable poster, please see the Premier’s Awards for Excellence in Education website at: https://www.gov.bc.ca/excellenceineducation.

Thank you in advance for your interest in the Premier’s Awards for Excellence in Education and for your assistance in ensuring British Columbia’s very best receive the recognition they deserve.

Sincerely,

Rob Fleming
Minister

Enclosure
Nominations Now Open

Do you know a teacher, administrator, principal, vice-principal or support worker who has made a positive impact on students and your school community? Education professionals deserve acknowledgement for their dedication to helping students succeed. Each winner will receive:

- $3,000 personal bursary for professional learning
- $2,000 contribution to the winner's school community for professional learning

Nomination deadline: June 18, 2018

For nomination info go to: gov.bc.ca/excellenceineducation