

SD69 QUALICUM

## Policy Committee of the Whole

### AGENDA

January 20, 2020

1:00 PM

Qualicum Commons Library

**Mandate:** To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

**Acknowledgment:** We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Nanoose and Qualicum Bands for sharing their territory with us.

#### Introductions of those Present at the meeting:

1. Items potentially going to First Reading (Intent and philosophy and edits)
  - 5020 now 502 -- Field Experiences (early review)
  - 3001now 301 – Living Wage
  - 3003 now 303 – Framework for advancing student learning
  - 5030 will have a new number – Animals in Schools (early review)
2. Items potentially going to Second Reading (Line by Line content and edits)
  - Bylaw 1 –New Title – Board of Education
  - Bylaw 2 -- Board Structure
  - Bylaw 7 – Policy Development and Review with Worksheet
  - 7012 – Students’ Right to Engage in Peaceful Protests – As updated
3. Items potentially going to Third Reading (Final review)
  - Policy and AP 9000 – Information Management and Access
  - Policy 7011 -- Provision of Menstrual Products – As Updated
4. Administrative Procedures - Updates
  - 502 -- Field Experiences (early review)
  - 301 – Living Wage
  - 303 – Framework for advancing student learning (no AP)
  - 5030 – Animals in Schools (early review)
5. Other:
  - Report attached
6. Future Topics
  - Climate Change
  - 3004 – School Closure, Consolidation or Reconfiguration
  - 3002 – Cooperation of School and Learning Communities
  - Any new Governance related topics?
7. Next meeting:

February 18 at 1:00 PM – Teaching & Learning Centre, DRC (140 Renz Road; Parksville)

**Policy Related Questions to Consider  
From Board Bylaw 7**

1. What is the intent or rationale?
2. What is the impact on students and their families?
3. Is there consistency with Board philosophy, Mission Statement, goals and objectives? If not, why not?
4. How are consistencies with other policies, regulations, bylaws or legislation being ensured?
5. In what ways is the issue of significance or of general public concern?
6. Is the policy or regulation written in concise and easily understood language? If not, what could be changed?
7. What, if any, are there financial considerations?
8. What, if any, are the legal implications?



**Context:**

**The School District 69 Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. Field experiences support all of three of those priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.**

**Policy Statement**

The Board of Education ~~of School District 69 (Qualicum)~~ supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and expand on athletic, cultural, musical, linguistic, or other educational endeavours.

**Guiding Principles**

1. The Board **further** believes that in planning for any learning experience including field experiences, consideration must be given to **the following:**
  - a) **Student safety and security for all participants including students, staff, volunteers and the District;**
  - b) Curricular relevance and the appropriateness of the activity to the students' educational program;
  - c) **Ensuring that the experiences are effective, affordable and accessible to all students;**  
**and,**
  - d) In all cases ensuring that **field experiences are reviewed for risk and** that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
2. The Board assigns each Principal primary responsibility and authority to approve student field experiences, and to ensure that these experiences conform to Board policies and administrative procedures.
3. The Board assigns the Superintendent or designate responsibility and authority to establish district practices and standards for the conduct of students during field experiences and provide approval for specified trip categories.
4. The Board retains the right to review and give approval for experiences that are out of province (including the continental United States) and extended off-continent studies (Category 4-5).

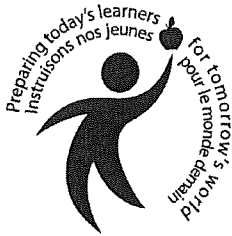
**References**

- **<https://curriculum.gov.bc.ca/competencies>**
- *Administrative Procedure – Field Experiences (Trips)*
- *Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools*

**Adoption/Amendments:**

Adopted: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: **17.03.28**



**Context:**

~~The Board strives to be a responsible and just employer in the Oceanside area. Paying a living wage on an hourly basis is a way to express these values. The Board recognizes that there are many part-time, seasonal and replacement workers whose annual School District salaries may be less than the extrapolated hourly rate based on full-time employment. The Board is also clear that many families do not conform to the traditional model which underpins the hourly wage calculation model identified by the *Living Wage For Families Campaign*. The Board understands that families may work less than part-time or have non-traditional family earnings and we share our responsibility for living wage provision with individuals, governments and community. Central to the *Living Wage* framework is the understanding that not all of the onus should be on employers when it comes to ensuring the well-being of citizens, but rather, that individual citizens, governments and communities also bear responsibility in that regard.~~

**Policy Statement:**

This Policy is to ensure that all School District 69 (Qualicum) staff ~~and~~ service providers ~~and~~ **sub-contractors** to our School District who work on School District premises for a specified period of time earn, at a minimum, an hourly *Living Wage* based on calculations which are congruent with the methodology developed by the *Living Wage For Families Campaign*.

**Guiding Principles:**

1. The Board of Education of School District 69 (Qualicum) believes that it is important to demonstrate social responsibility through actions that have a positive impact on our community, our staff and the people we serve.
2. The Board of Education believes that families should earn an **hourly rate** income sufficient for them to pay for the basic necessities of life so that they can live with dignity and participate as active members of our communities.
3. As a responsible employer, the Board of Education recognizes that paying a **Living Wage** constitutes a critical investment in the well-being of our staff and the broader community.

**Definitions:**

1. Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.
2. *Living Wage* is defined as the hourly rate of pay that enables wage-earners living in a **family (2 parents and 2 children)** household to:
  - a) Feed, clothe and provide shelter (**based on rental rates**) for their family
  - b) Promote healthy child development (**child care expenses**)
  - c) Participate in activities that are an ordinary element of life in the community
  - d) Avoid the chronic stress associated with living in poverty
  - e) **Small savings to be used in emergencies.**



**Living wage does not include:**

- a) **Debt or credit card repayment**
- b) **Any significant savings (for example to provide a downpayment for a house or to send a student to university)**
- c) **Recreation or entertainment costs beyond that needed for physical and emotional health.**
- d) **Care of an ill, disabled or aged family member.**

**3. Premises are all District-owned premises, roadways, and grounds.**

**4. Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.**

**5. Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).**

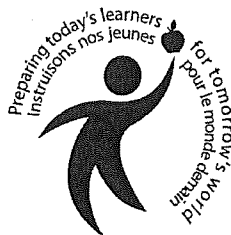
**References:**

- <http://www.livingwageforfamilies.ca/>
- *Living Wage - Administrative Procedure*

**Adopted/Amended:**

Adopted: 15.11.24

Amended:



## FRAMEWORK FOR ENHANCING STUDENT LEARNING

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**Context:**

The Board of Education recognizes its **primary** responsibility to work **together** with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

**Policy Statement:**

The Framework for Enhancing Student Learning **is to:**

- 1.** ~~is to Be~~ grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- 2.** ~~is to b~~ Bring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
- 3.** ~~is to Be~~ designed to be meaningful, impactful, flexible, realistic, and sustainable.
- 4.** ~~is to a~~ Address differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs.
- 5.** ~~is to b~~ Be strength, support-, evidence-, and results-based.
- 6.** ~~is to r~~ Reflect a system-wide commitment to continuous improvement and life-long learning.
- 7.** ~~is to r~~ Reflect our local context.
- 8.** ~~is to utilize~~ Use existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- 9.** ~~is to b~~ Build public confidence in our work as a District.

**Guiding Principles:**

This framework reflects a **Board belief in** public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in **Statement of Education Policy Order** (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).

~~This framework replaces previous mandatory planning, reporting and accountability requirements, specifically Achievement Contracts, Superintendents' Reports on Student Achievement, School Planning Councils and the work of Superintendents of Achievement.~~

**References:**

- *The School Act (Sections 8.3 and 81)*
- *Statement of Education Policy Order – OIC 1280/89*

**Adopted/Amended:**

Adopted: 16.03.08 (Replaces 3030: School Planning Councils (SPC's)

Amended:



**Preamble Context:**

The Board of Education recognizes that animals have a place in schools and workplaces under certain conditions. Animals brought to schools for educational reasons, including as examples service or police dogs, can provide valuable learning opportunities for children if the animals are properly cared for and controlled, and if parents have provided informed consent. As well, small classroom pets provide children with opportunities to develop empathy and learn about the care of animals.

Beyond educational purposes for having animals in schools and workplaces, assistance dogs, including guide dogs or service dogs, should also be welcomed in schools and workplaces as approved supports for children or staff members. Additionally, therapy dogs, when accompanied by handlers, can provide supports in schools and workplace in areas such as reducing anxiety or providing emotional support. There may also be times when handlers or dogs undergoing training are welcomed in schools and workplaces.

**Policy Statement:**

The Board of Education supports animals being in schools and workplaces for educational purposes, or as certified service or guide dogs, or as therapy dogs if accompanied by a handlers, on the understanding that parents and staff have provided informed consent and the presence of the animal has been approved by administration.

**Guiding Principles:**

The Board of Education believes that animals should be welcomed in schools for the purposes of education as it related to curriculum, core competencies, and social-emotional learning.

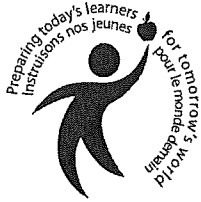
The Board recognizes and values the benefits that assistance dogs and therapy dogs bring to assisting children and adults with their daily living activities and is committed to considering applications for staff and students who would benefit.

The Board believes that the presence of animals in schools must be predicated on parents providing informed consent, and on ensuring that allergies are attended to as a priority where those allergies might relate to animals in schools.

**Definitions**

*Assistance dogs* - Also known as guide dogs and service dogs, assistance dogs have been trained to assist individuals with specific tasks pertaining to a visible or non-visible disability, such as epilepsy, diabetes, post-traumatic stress disorder or visual impairment. These dogs may be approved when a student or an employee requires such use in order to have equal access to the services, programs or activities offered by the school and when the School District's criteria have been met to the satisfaction of the Board of Education.

*Therapy dogs* - Interactive dogs trained to work for a Handler to provide service and comfort to people. The presence of a therapy dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues. Their responsibilities are to provide physiological support to individuals other than their Handlers. These dogs do not have the same access rights as guide dogs and service dogs and are organized by the School District at the discretion of the Senior Leadership Team on a case by case basis.



Other dogs that are not a therapy dog, service dog or guide dog, will be subject to the School District's Administrative Procedure for Animals in Schools.

*Handler* - The person that was part of the training process for a particular dog.

*Therapy Dog Team* - A handler and dog team that has successfully passed the tests and monitored visits necessary to work with children and adults, through a recognized therapy dog organization such as St. John's Ambulance or PADs.

**References:**

- British Columbia Guide Dog and Service Dog Act

**Adopted and Amended:**

Adopted: 85.04.17 (Original Policy)

Amended: 86.07.27: 88.11.23: 90.03.28: 91.09.10: 05.01.25: 17.01.24

DRAFT





**PURPOSE**

A bylaw to provide for the ~~determination of various procedures for the conduct of general school elections, and~~ other trustee elections, outline board role, trustee role and code of ethics.

**I. ELECTION OF TRUSTEES:**

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 69 (Qualicum), under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of School District No. 69 (Qualicum):

<u>No. of Trustees to be elected.</u>	<u>Electoral Areas to be represented</u>
1	E of the Regional District of Nanaimo, District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach and E of the Regional District of Powell River <b><u>(Lasqueti Island)</u></b>
1	H of the Regional District of Nanaimo

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

**1. Definitions**

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

**2. Application**

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

**3. Resolution of Tie Votes after Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.



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4. **Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities**

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the Regional District of Powell River under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

5. **Additional Advance Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

6. **Additional General Voting Opportunities**

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

7. **Special Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.

8. **Public Access to Election Documents**

The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 69 (Qualicum) until 30 days after declaration of the election results.



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9. Public Access to Election Documents Cont.

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 69 (Qualicum) until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.

II) BOARD ROLE:

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.



**2.7 Model a culture consistent with district values.**

**3. Planning**

**The Board shall:**

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.**
- 3.2 Develop and approve the district's long term strategic plan.**
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan**
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.**
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.**

**4. Policy**

**The Board shall:**

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.**
- 4.2 Make the final decision as to the approval of all policy statements.**
- 4.3 Evaluate policy impact to determine if policy has created the desired change.**
- 4.4 Determine policies and bylaws which outline how the board is to function.**
- 4.5 Monitor policy changes and seek input on those changes.**
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.**

**5. Board/Superintendent Relations**

**The Board shall:**

- 5.1 Select the superintendent**
- 5.2 Provide the superintendent with clear corporate direction.**
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.**
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.**
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.**

**6. Political Advocacy**

**The Board shall:**

- 6.1 Address external issues in a manner consistent with district values.**
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.**



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6.3 Advance district positions and priorities through relevant provincial organizations and associations.

6.4 Educate and inform the public

7. Board Development

The Board shall:

7.1 Annually evaluate the Board's effectiveness.

7.2 Annually develop a Board development plan aligned with District priorities.

8. Fiscal Accountability

The Board shall:

8.1 Approve process and timelines for budget deliberations.

8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.

8.3 Approve the annual budget which aligns with key goals and the strategic plan.

8.4 Annually approve the district's facilities planning document.

8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.

8.6 Review annually the audit report and management letter.

8.7 Provide direction regarding the mandate for local employee negotiations.

8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.

8.9 Approve the acquisition and disposition of district land and buildings.

8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)

8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

9. Selected Responsibilities

9.1 Establish parameters for early retirement incentive plans.

9.2 Approve local school calendars, as requested in accordance with legislation.

9.3 Approve Board/Authority Authorized Courses

9.4 Hear appeals on the reconsideration of resource materials which are challenged.

9.5 Approve the naming of educational facilities and land.

9.6 Recognize students, staff and community members.

9.7 Approve school catchment areas.

9.8 Approve transportation service level changes.

9.9 Approve District partnerships.

III) ROLE OF THE TRUSTEE:

Date of Initial Board Approval: January 1999

Amendments: August 2002, October 2005, September 2008, May 2014



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As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.

Specific Responsibilities:

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy 6005: *Resolution of Concerns*.
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.



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12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

IV) TRUSTEE CODE OF ETHICS:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
  - 9.1 A commitment to collaborative decision-making
  - 9.2 A commitment to doing the homework and sharing responsibility
  - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
  - 9.3 A commitment to put the good of the school system before individual political agendas
  - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs







## **PURPOSE**

A bylaw to provide for the various procedures and conduct of meetings. **set out processes for inaugural meetings, election of the chairperson and vice chairperson, appointment of trustee representatives, trustee remuneration, and duties of the chairperson and presiding officers.**

## **I. INAUGURAL MEETINGS**

1. **In an election year,** ~~The Inaugural Meeting of the Board of Education, in each year following Trustee Elections,~~ shall be held on the first Monday after November 1.
2. The Chairperson of the Inaugural Meeting shall be the Secretary Treasurer until such time as the Chairperson of the Board has been elected.
3. Election of the Chairperson shall be in accordance with the procedures outlined in Section II.
4. The interim Chairperson shall announce the results of the trustee elections prior to the swearing-in ceremonies.
5. The Swearing of Oaths and the taking of Declarations shall be done by the Secretary Treasurer, or by a Judge of a Court of Record or by a Justice.
6. The interim Chairperson shall call for nominations for Chairperson of the Board by ballot and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, the person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present. **This process will continue until a chairperson is elected.**
7. Following the election of the Chairperson of the Board the order of business shall be:
  - a. Election of a Vice Chairperson of the Board
  - b. Motion to destroy the nomination and election ballots
  - c. Passage of Banking Resolutions
  - d. Discussion of Committee and Representative Appointments
8. The election of Vice Chairperson shall follow the same procedure as that for the Chairperson.

## **II. ANNUAL ELECTION OF CHAIRPERSON & VICE CHAIRPERSON OF THE BOARD (non-election years)**

1. The Chairperson and the Vice Chairperson shall be elected for a term of one year commencing September 1<sup>st</sup> of each year, except in election years.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD BYLAW 2

### BOARD STRUCTURE

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The election shall be held at the Regular Board Meeting held in August of each year, except in election years. In an election year, the Chairperson and Vice Chairperson terms will extend up to the trustee elections.

2. Until the Board Chairperson is elected, the Interim Chairperson of the meeting shall be the Secretary Treasurer.
3. The interim Chairperson shall call for nominations by ballot for Chairperson of the Board and then declare nominations closed. A ballot vote shall be held and that person receiving more than one-half of the total number of votes cast shall be declared elected. If no person receives a clear majority, that person with the least number of votes shall be dropped and a further ballot conducted. If a tie vote shall continue to occur, the meeting shall be adjourned for a period of not more than one week to a time when all members of the Board are able to be present. **This process will continue until a chairperson is elected.**
4. Following the election of Chairperson of the Board, the order of business shall be:
  - a. Election of Vice Chairperson of the Board;
  - b. Passage of Banking Resolutions.
  - c. Discussion of Committee and Representative Appointments.
5. The election of the Vice Chairperson of the Board shall follow the same procedure as that for the Chairperson of the Board.

Reference: Section 67 of the *School Act*

### III. APPOINTMENT OF TRUSTEE REPRESENTATIVES

The Chairperson of the Board of Education shall annually appoint Trustee Representatives to External and District Internal Committees.

Trustee representation and participation on committees shall be approved by the Board of Education.

### IV. TRUSTEE REMUNERATION

1. Trustee Remuneration will be established as follows:
  - In the first year of the term the remuneration will be the previous year's Provincial Average Trustee Remuneration as established by BCSTA
  - In all subsequent years of a term, the remuneration will be increased by the Consumer Price Index of the previous calendar year
2. ~~Each Trustee shall receive an annual remuneration of which two thirds is paid as remuneration and one third is paid as an expense allowance. The remuneration and expense allowance shall be paid on a monthly basis.~~



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD BYLAW 2

### BOARD STRUCTURE

(Page 3 of 3)

- 2.3. The Chairperson shall receive an additional 20% of the base Trustee Remuneration. The Vice-Chairperson will receive an additional 10% of the base Trustee Remuneration.
- 3.4. Each Board, during budget deliberations in the fourth year of its term, shall review the Trustees' Remuneration and make any adjustments the Board deems appropriate. **Such changes will be effective as of the election of the new Board.**

#### V. CHAIRPERSON AND PRESIDING OFFICERS

1. The Chairperson shall preside at all meetings of the Board, shall perform all duties imposed by the statutes and shall perform such other duties as may be prescribed by law or by action of the Ministry of Education.
2. The Vice Chairperson shall have the powers and duties of the Chairperson, in the Chairperson's absence or during the Chairperson's disability, and such other powers and duties as the Board may from time to time determine.
3. In the event that neither the Chairperson nor the Vice Chairperson is able or willing to take the Chair the presiding officer shall be such person as the Board may elect for that meeting.
4. The presiding officer shall rule on all points of order and shall state reasons and the authority for ruling when making a ruling.

A Board member shall have the right to appeal the presiding officer's ruling.

An appeal may only be requested immediately after a ruling and before resumption of business.

#### VI. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board Structure Bylaw No. 2."

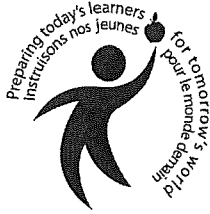
Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

\_\_\_\_\_  
SECRETARY TREASURER



BYLAW AND POLICY DEVELOPMENT AND REVIEW

**PURPOSE**

The Board of Education believes that one of its major responsibilities is to provide leadership in education through setting Policy/By-law in accordance with both local circumstances and provincial directions. The Board's objective in establishing policy is to provide direction and guidance in the operation of the School District and its schools. Policy will generally be broad enough to allow discretionary action, yet specific enough to provide clear direction to those responsible for implementing policy decisions of the Board. ~~and the opportunity for the~~ **The Superintendent will be responsible for the development of** ~~to exercise professional judgement in the administration ( Administrative Procedures that accompany Board policies.)~~ of the District.

It shall be the Board's ~~practice policy~~ to follow a specific process of policy making, the aim being not only to ensure the best possible results but also to encourage all appropriate participation by ~~our professional staff~~ **all staff, representatives of partner groups**, and the community, ~~thereby contributing to the successful implementation of most policies.~~ The Board will ensure that its Bylaws and Policies will be accessible to all **staff, its partners and other citizens** in the community.

**In consideration of the development of or amendments to bylaws and policies:**

1. The Board of Education is responsible for establishing bylaws and policy to guide those employees to whom the Board delegates specific and general administrative and management duties.
2. **Development of or amendments to bylaws and policies shall be within the oversight of the Board's Standing Policy Committee of the Whole, which will deliberate in public and with the involvement of advisors the committee. Recommendations will flow from the committee to the Board as part of the Board's monthly public Board meetings.**
3. **Bylaws and policies will be developed in keeping with the definitions below.**
4. **Bylaws and Administrative Procedures will be formatted according to need. Policies will be formatted with the following headings:**
  - Context (preamble, whereas statement)**
  - Policy Statement (clear statement of action or intent)**
  - Guiding Principles (board beliefs)**
  - Definitions**
  - References (statutory, policy, contractual)**
  - Dates of Adoption/Amendment**
5. Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw, by resolution or by Board Policy.

BYLAW AND POLICY DEVELOPMENT AND REVIEW

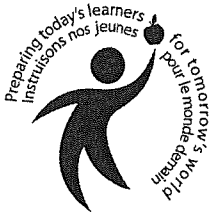


6. The formal adoption of bylaws and policies shall be by three readings of the Board and recorded in the minutes. Only those written statements so adopted and recorded shall be regarded as official Board Policy. The Board is committed to a consistent, open and fair process for the development of policy prior to, and accompanying, the three readings required for adoption.
7. The formal adoption of bylaws of the Board shall be by three distinct readings. The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting.
8. Policies may be proposed for adoption, revision or appeal by any member of the board, staff member, student, parent or member of the community, by utilizing the worksheets for "New Policy Development" or for "Request for Policy Revision" attached to this Bylaw.
- ~~9. In the spirit of collaboration the Board Policy Committee will review with the Policy Advisory Committee (stakeholder representatives) all policy and procedures work.~~
9. When appropriate, the Superintendent shall seek legal advice on the intent and wording of the policy.
10. The Board may request the Superintendent to change an administrative procedure to Board Policy and will provide the rationale for same.
11. The Superintendent must inform the Board of any changes to administrative procedures.
12. The Board may also repeal a Policy and subsequently delegate, to the Superintendent, authority over this area. The Superintendent may choose to then develop an Administrative Procedure relative to this matter.
13. The Board shall review each policy biannually every Board term (four years).

**GUIDING PRINCIPLES**

When a proposed bylaw, policy or administrative procedure is being developed or reviewed, the following questions shall be considered:

1. What is the intent or rationale?
2. What is the impact on students and their families?
3. Is there consistency with Board philosophy, mission statement, goals and objective? **If not, why not?**
4. **How will consistency with other policies, regulations, bylaws or legislation be ensured?**
5. **In what ways** is the issue of significance or of general public concern?



BYLAW AND POLICY DEVELOPMENT AND REVIEW

6. Is the policy or regulation written in concise and easily understood language? If not, what could be changed?
7. What, if any, are there the financial considerations?
8. What, if any, are the legal implications?

**DEFINITIONS**

**Bylaw:** A rule or set of rules that defines the operation of an organization and that establishes governance of the internal affairs of the organization.

**Policy:** A set of rules that both describe and prescribe what will be expected in particular situations that are within the requirements of an organization.

**Administrative Procedures:** A set or system of rules that govern the procedures for managing an organization. These procedures are meant to establish efficiency, consistency, responsibility, and accountability

**STATUTORY REFERENCES:** School Act : Sections 65(4), 68(1), 68(4), and 85(2)

**TITLE**

This bylaw may be cited as "School District No.69 (Qualicum) Bylaw and Policy Development and Review Bylaw No.7."

Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
CHAIRPERSON OF THE BOARD

\_\_\_\_\_  
SECRETARY TREASURER



**STUDENTS' RIGHT TO ENGAGE IN PEACEFUL PROTESTS**

**Context:**

The Board recognizes international law through the **United Nations** Declaration of Human Rights (1948 Article 19) which guarantees the right to freedom of expression, The Canadian Bill of Rights (1960 Section 1 d) which guarantees freedom of speech and the Canadian Charter of Rights and Freedoms (1981 Fundamental Freedoms section c) which guarantees freedom of peaceful assembly.

**Policy Statement:**

1. The Board of Education supports the efforts of students to engage in **organized, purposeful** peaceful protests, **including during school time**, on issues of importance to them **recognized local, regional or global significance** as part of their learning experience.
2. **Students will not be penalized for participating in peaceful protests as long as these protests are held in accordance with this policy and its administrative procedure.**
3. **Students will be responsible for ensuring that missed school work is made up with support from teachers.**

**Guiding Principles:**

1. The Board of Education believes in the right to freedom of expression, speech and peaceful assembly.
2. The Board believes in the right of people to disagree with **Ggoverning** bodies and to exercise that disagreement through peaceful protest.
3. **The Board expects that student protests will be held in ways that are safe and appropriate as learning experiences within a participatory democracy, which includes the students understanding the balance of rights and responsibilities as citizens in exercising their Charter rights.**

**Definitions:**

**References:**

- Declaration of Human Rights (United Nations 1948)
- The Canadian Bill of Rights (1960)
- Canadian Charter of Rights and Freedoms (1981)

**Dates of Adoption and Amendments:**



**PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS**

(Page 1 of 1)

**Context:**

**Boards of Education must provide menstrual products to all students who may require them and must have policies and procedures regarding the provision of menstrual products in their schools.**

**Policy Statement:**

The Board of Education of School District 69 is committed to providing menstrual products to students who may require them.

The Board will:

- a. Ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
- b. Provide for barrier free, easily accessible menstrual products at no cost to students;
- c. Provide menstrual products in school washrooms; and,
- d. Consider student feedback with respect to the provision of menstrual products.

**Guiding Principles:**

**Definitions:**

**References:**

**The School Act – Sections 85(2)(a), 88(1), and 168(2)(t)**  
**Support Services for Schools Order (M14/89)**

DRAFT

This suggested policy is in response to the Ministry of Education's amendment of the Support Services for Schools Order and is the work of Audrey Ackah, Legal Counsel, BCSTA.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE I

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY  
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- 1. The purpose of this administrative procedure is to set out how the District will handle employee and student personal information. This administrative procedure should be read in conjunction with the policy. See appendix 1 for definitions.**

**ROLES AND RESPONSIBILITIES**

- 2. The Superintendent Secretary Treasurer is recognized as the Privacy Officer for the District and is responsible for:**
- a) conducting a privacy audit and self-assessment;**
  - b) developing a privacy policy;**
  - c) implementing and maintaining a privacy policy**
  - d) managing privacy training;**
  - e) responding to requests for access to and correction of personal information;**
  - f) working with the Information and Privacy Commissioner in the event of an investigation.**

- 3. The Executive Assistant to the Secretary-Treasurer will provide appropriate supports to the Privacy Officer.**

~~(or designate), as Privacy Officer, will designate a coordinator for the purposes of the *Freedom of Information and Protection of Privacy Act* (FOIPPA). The Coordinator is hereby empowered to fulfill the duties described in the *FOIPPA* which include the establishing of procedures and practices to ensure appropriate management of the legislation.~~

~~Routine requests will be handled at the point of contact. Formal written requests will be handled by the Coordinator through the office of the Superintendent of Schools.~~

- 4. Employees must:**
- a) complete mandatory privacy and information management training;**
  - b) not alter, copy, interfere with or destroy personal information, except as required;**
  - c) not disseminate personal information to anyone not covered by a confidentiality agreement;**
  - d) practice safeguarding measures to ensure personal information held by the School District is protected from unauthorized access, use and disclosure;**
  - e) ensure that disclosures of information are made only to those entitled to that information;**

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COLLECTING PERSONAL INFORMATION

5. The School District has the legal authority to collect personal information that relates directly to and is necessary for its operating programs or activities or as otherwise authorized by statute. Personal information will be collected directly from the individual to whom it pertains, unless another method of collection is authorized by the individual or the statute.
6. When the School District collects personal information about students or families, parents / guardians should be informed of the purpose for which the information is being collected. The parents / guardians of a student must authorize the disclosure of personal information for purposes ancillary to educational programs, such as:
- newsletter publications;
  - website postings;
  - video conferencing;
  - social media applications;
  - honour roll lists;
  - team rosters;
  - yearbooks.
7. Upon their child's initial enrollment, parents / guardians will complete and submit the form entitled Student FOIPPA / Personal Information Consent.
8. Where a parent or guardian provides consent, the School District will allow the school to publish student personal information for purposes such as:
- recognition of achievement;
  - promotion of events;
  - commemoration of school events.
- This authorization is deemed in effect until the student changes or transitions to another school.
9. Parents / guardians will have the ability to opt out of providing information that is not directly related to a student's educational program or necessary for the School District's operational activities.

USE OF PERSONAL INFORMATION

10. Personal information will be used for the purpose for which it was collected or for a use consistent with that purpose. Employees should seek clarification from the District Privacy Officer if there is uncertainty as to the confidentiality of the

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information or they need to access information for a purpose other than why it was collected.

RETENTION AND DISPOSAL OF PERSONAL INFORMATION

11. Personal information must be retained for specific periods of time. See Appendix 2 for the records retention and disposal schedule.
12. Information management must be dealt with in a responsible, efficient, ethical and legal manner. The following safeguards, though not an exhaustive list, will assist in protecting the privacy of employee and student personal information:
  - a) security measures, such as encryption or passwords, must be in place for personal information that is electronically stored, printed, or transferred;
  - b) all mobile devices, including personal devices, that access or store District data must be secured by a password login and have the highest available encryption options;
  - c) passwords must not be shared nor should anyone login to a system using an username and password that has not been specifically assigned to them;
  - d) locate screen in such a way that it can't be read by visitors or people passing by;
  - e) lock the computer screen when away from your desk;
  - f) paper files should be held in locked storage;
  - g) personal information should be removed from work areas when not in use; and,
  - h) paper files, including notes, reports, letters and emails, containing personal information should be protectively marked as private and confidential.
13. Any personal information that is held electronically and is no longer required for administrative, financial or legal purposes must be deleted in their entirety and data storage devices must be fully erased prior to disposal.
14. Paper files containing employee and student personal information that are due for disposal must be securely shredded.

DISCLOSING PERSONAL INFORMATION

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16. Personal information may be disclosed to an external or third party if the individual who is the subject of the information has provided written consent. In the case of a student under the age of thirteen, such consent may be provided by the student's parent or guardian.
17. Disclosure of personal information is permitted if the information is immediately necessary for the protection of the health and safety of an employee.
18. Consent is not required from a student or parent when information is being disclosed for worker safety. If a plan is developed to protect the health and safety of a worker, which also affects the health and safety of a student, the parent will be informed, as per the requirements of the School Act. However, parental approval is not required to develop and implement plans to keep workers safe.
19. Managers and Principals are required to investigate incidents that caused or could have caused injury to an employee, in conjunction with the members of the school or work site's Joint Health and Safety Committee.
20. Incident report forms contain employee personal information and therefore cannot be disclosed to employees outside of the committee, except for the purpose of reporting incident to WorkSafe BC.
21. If student information is used to complete an incident investigation or report, personal identifiers must be removed so that the student is not able to be identified.

ACCESS TO PERSONAL INFORMATION

22. Access to any personal information is based on employment duties requiring such access. Unauthorised access to information about colleagues, friends, or family is not permitted.
23. The School District governs the right of access by an individual to their own personal information and by the public to any information or records in its custody or control.
24. Other school districts, government ministries or law enforcement agencies may have access to personal information where obtaining this information is necessary for the provision of their services.
25. Requests for access to information, including access to personal information, must be made in writing and must provide sufficient detail to enable the School District, with reasonable effort, to identify the records sought. A record of all such transactions must be kept on file.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE I

#### ~~FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY INFORMATION MANAGEMENT AND ACCESS~~

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- ~~26. Copies of any personal information shall be provided only to the employee/individual or his/her **the employee's/individual's** agent on the specific written request of the employee/individual. A record of all such transactions must be kept on file.~~

#### **STUDENT PERSONAL INFORMATION**

27. Access to student records will be in accordance with Board Policy 7144: Student Records and its attendant Administrative Procedure.
28. Routine requests will be handled at the point-of-contact. Formal written requests will be handled by the **District Privacy Officer** through the office of the Superintendent of Schools.

#### **EMPLOYEE PERSONAL INFORMATION**

29. Access to personal information may be gained during normal business hours, upon appointment and is available to:
- a) the employee, in the presence of a supervisory officer, or the appropriate personnel officer;
  - b) other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
  - c) appropriate Board employees and/or the Board's legal counsel, subject to the approval of the Superintendent or designate, or the appropriate personnel officer.
  - d) the individual, in the presence of the appropriate manager or a designate; and/or,
  - e) other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

#### **FEES**

30. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates used by the **School** District. Fees shall not be charged to individuals who are accessing their own personal information. See appendix 2 for the fee schedule.

#### **Confidentiality**

~~The Board of Education acknowledges its responsibility to safeguard and ensure the confidentiality of personal information pertaining to students, employees and individuals in accordance with the *School Act* and the *Freedom of Information and Protection of Privacy Act*.~~

~~Personal information may only be obtained as authorized by the *School Act* and the *FOIPPA* and used for the specific purposes for which it is gathered.~~

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~~Any personal information of an employee/individual that is no longer required for either administrative, financial, legal, or historical purposes, and its retention is not regulated by any statute, may be destroyed.~~

~~Retention of Records~~

~~Retention of records will be managed in accordance with the Board's *File Management Handbook*.~~

ERRORS OR OMISSIONS

30. An applicant who believes there is an error or omission in their personal information may request correction of the information in writing to the department responsible for the information. The Manager responsible for collecting and retaining the particular type of record will be responsible for the correction or annotation of the information, in consultation with the District Privacy Officer.
31. Notification of the correction or annotation must be given to any other public body or third party to whom that information has been disclosed during the one year period before the correction was requested.
32. Any correction, annotation or notification must be documented.

INVESTIGATION OF COMPLAINTS

33. Anyone suspecting or aware of the unauthorized collection, use, access, or disclosure of student or employee information or other protocol set out in this administrative procedure must notify the District Privacy Officer.
34. All employees, volunteers and third parties are expected to adhere to the confidentiality requirements of the School District. Those found to be in violation of this procedure may be subject to disciplinary action.

**References:**

- Board Policy 9000: *Information Management and Access and its attendant Administrative Procedure II*
- Board Policy 5003: *Acceptable Use of Technology and its attendant Administrative Procedure*
- Board Policy 7144: *Student Records and its attendant Administrative Procedure*
- School District 69 Personal Information Directory
- SD69 File Management Handbook

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- *Freedom of Information and Protection of Privacy Act*
- *The School Act (Sections 22, 65, 85)*

DRAFT

Appendix 1 – Definitions

95.05.23: Board Policy Review – October 00: 01.02.27: 07.11.27: 14.09.23: **DRAFT June 5, 2019**

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<u>Personal information</u>	<u>Any information that is about an identifiable individual. Personal information may include data such as unique identifiers (social insurance number, school records, contact numbers, gender, medical history, education, employment, psychiatric history, behavioural assessments, personnel evaluations, digital images, audio and video recordings, racial or ethnic origins, sexual orientation or religious beliefs.</u>
<u>Contact information</u>	<u>This enables an employee to be contacted at work and includes the name, position, business contact number, business address and business email.</u>
<u>Employee personal information</u>	<u>This is any recorded information about an identifiable employee (see personal information above) other than contact information.</u>
<u>Student personal information</u>	<u>This includes personal information (defined above) plus any information that identifies a student include a student's name, address, contact number, personal education number (PEN), assessments, results, and educational records.</u>
<u>Record</u>	<u>A record is defined as all recorded information in the custody or control of the School District regardless of physical format, which is collected, created, deposited or held by or in the School District. Records include books, documents, maps, drawings, photographs, letters, paper or any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means.</u>

**Appendix 2 – Records Retention and Disposal Schedule**



SCHOOL DISTRICT No. 69 (QUALICUM)

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The principal of the school or the supervisor of the department responsible for the records is authorized to destroy the records in accordance with the following schedule. Records may be maintained beyond the scheduled time if the principal or supervisor believes that they have a further use or historical or archival value.

The following retention schedule outlines the minimum amount of time that School District 69 records must be retained.

**Board Records**

Board policy	Permanent
Agendas of regular, in-camera and special board meetings	Permanent
List of electors	2 years after the year of creation
Minutes	Permanent
Notice of meetings	1 year
Oaths and declaration of trustees	Selected Retention
School trustees list	While current
Debenture and bylaw register	Permanent
Debenture and coupons redeemed	6 years after year redeemed
Annual Report as required by the School Act	Permanent
District publications and newsletters	Selected Retention

**Information and Privacy**

Freedom of Information requests	2 years after the calendar year of creation
Requests to review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body

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**Financial Records**

Annual budget and summary supporting documents	Permanent
Auditor's reports	Permanent
Cancelled cheques	6 years after year of creation
Cheque duplicates, invoices, requisitions	6 years after year of creation
Purchase orders	2 years after year of creation
Employee travel claims	6 years after year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	6 years after year of creation
Subsidiary ledgers and journals	6 years after year of creation
Receipts issued	6 years after year issued
Bank statements, debit and credit notes	6 years after year of creation
Deposit books	6 years after year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after year of creation
Stop payment orders	1 year after year of creation

**Facilities Records**

Rental of facilities	1 year after year of rental
Appraisal and inventory records	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year capital plan completed
Building plans and specifications (with related change, guarantees, bonds liens and valuable correspondence)	6 years after year of asset disposal
Land titles, deeds and plans	Permanent

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Leases 6 years after expiration of term

**General Records**

General correspondence 2 years after year of creation

**Health and Safety Records**

First aid treatment records, including Form 7 and 7a 3 years

Investigation of overexposure to hazardous substances 10 years

Incident investigation reports six months

Risk assessments, where a regulatory requirement, including violence in the workplace first aid, ergonomics, working alone 10 years

Asbestos materials on site, including inventories, risk assessments inspections and monitoring 10 years

Inventory of hazardous substances – MSDS while current

Asbestos release, training and written procedures, and Notification to WCB 3 years

Workers exposure to biohazardous material length of employment plus 10 years

Worker exposure to biohazardous material 3 years

Lead exposure, including risk assessments, worker Exposures, training and health monitoring length of employment

Pesticide application monitoring, including health monitoring records for workers length of employment

Pesticide use while current

Hearing tests length of employment

Noise exposure measurements as long as equipment is in use

Radiation survey, including surveys 10 years

Radiation exposure monitoring and personal dosimetry 10 years

PPE fit test results, worker instruction while current

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Workplace inspection reports 1 year

Automotive lifts / hoists, maintenance and inspection while current

Cranes and hoists, inspection, maintenance records while current

Elevated work platform inspections, maintenance while current  
Repair

Firefighting equipment tests, inspections  
and records while current

Competency of equipment operators length of employment

**Human Resource Records**

Applications 1 year after position is filled

Job Competitions Selected Retention

Collective Agreements with unions Permanent

Contracts with individual employees 20 years after the year employment ceases

Teacher-on-Call files 5 years after the year employee  
leaves district

Individual grievance files Permanent

Letters of discipline 20 years after the year employment ceases

Personnel file 20 years after the year employment  
ceases

Seniority lists Permanent

Unsolicited resumes 6 months

Violence incident reports 6 years after year of creation

Employee medical file Minimum of 1 year

20 years after the year employment ceases

**Information Systems**

User ID's When user is removed from the system

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**Insurance Records**

Incident Reports	2 years or until finalized
Claims	6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years
Insurance policies	While current

**Payroll Records**

Employee payroll files	20 years after the year employee leaves district
Employee payroll register	20 years after the year employee leaves district
Employee attendance records	6 years after the year employment ceases

**Purchasing Records**

Quotations and relative correspondence	6 years after year of creation
Purchasing contracts	6 years after year of creation
Requisitions and purchase orders	6 years after year of creation

**Student Records**

Student Information Data	Permanent
Permanent Record Cards	55 years after graduation or withdrawal
Attendance reports and registers	Permanent
Out-of-boundary attendance requests	2 years after decision is made
Provincial scholarships and district awards	Permanent
Transcript of Marks	Permanent
Teachers' student files	While current
Other student records	Useful life of record

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE I**

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**Transportation Data**

Student bus registration forms	1 year after year of creation
Transportation assistance forms	1 year after year of creation
School bus behaviour report	1 year after year of creation
School bus video tapes	1 year after year of creation as needed
Vehicle maintenance forms	life of bus
Pre-trip forms	3 months
Driver time logs	6 months

**Health and Safety Records**

References refer to the applicable part from the WCB Occupational Health and Safety Regulation and/or the Workers Compensation Act.

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Asbestos	<ul style="list-style-type: none"> <li>• inventory of asbestos containing materials</li> <li>• risk assessments</li> <li>• inspections</li> <li>• air monitoring</li> </ul>	6.32(1)	10 years			x
	<ul style="list-style-type: none"> <li>• corrective actions to control the release of asbestos fibres</li> <li>• written work procedures</li> <li>• written notification to WorkSafeBC of abatement works</li> <li>• training and instruction of workers</li> </ul>	6.32	3 years  6 years	x	x	

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE I**

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY  
INFORMATION MANAGEMENT AND ACCESS**

<b>Topic</b>	<b>Type of Records</b>	<b>Reference</b>	<b>Length of time</b>	<b>Springhill</b>	<b>Board Office</b>	<b>Worksite /School</b>
Automotive Lifts and Hoists	<ul style="list-style-type: none"> <li>• inspection reports</li> <li>• maintenance and testing</li> </ul>	12.78	while equipment in use			x
Biohazardous Material	<ul style="list-style-type: none"> <li>• worker exposures</li> <li>• investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> <li>• worker education and training</li> </ul>	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> <li>• inspection reports</li> <li>• maintenance</li> </ul>	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> <li>• inspection Reports</li> <li>• maintenance</li> <li>• repairs</li> <li>• modifications</li> </ul>	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> <li>• tests</li> <li>• inspections</li> </ul>	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> <li>• injury or illness report</li> </ul>	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> <li>• inventory</li> </ul>	5.98(1)	while in use			x
	<ul style="list-style-type: none"> <li>• exposure reports</li> <li>• investigation reports</li> </ul>	5.59(3)	length of employment plus 10 years		x	

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE I**

**~~FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY~~  
INFORMATION MANAGEMENT AND ACCESS**

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Incident Investigation Reports		WC Act	6 years			x
Joint Health and Safety Committee Meetings	<ul style="list-style-type: none"> <li>meeting minutes</li> </ul>	WC Act	2 years			x
Lead	<ul style="list-style-type: none"> <li>risk assessments</li> </ul>	6.68	while current			X
	<ul style="list-style-type: none"> <li>worker exposure report</li> <li>health monitoring</li> <li>worker training</li> </ul>	6.68	length of employment plus 10 years		x	
Noise	<ul style="list-style-type: none"> <li>hearing test for each worker working in a noise environment</li> </ul>	7.8	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> <li>noise exposure measurement results</li> </ul>	7.8 (2)	while equipment in use			x
Radiation	<ul style="list-style-type: none"> <li>surveys</li> </ul>	7.43	10 years			x
Workplace Inspections		WC Act	1 year			x



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE TO POLICY 502

#### FIELD EXPERIENCES (TRIPS)

Page 1 of 4

#### **Purpose**

The Board of Education of School District 69 (Qualicum) considers the purpose of field experiences is to enable students to participate in quality off-site learning activities that are:

1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes.
3. relevant, effective, affordable and accessible.

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group, such as: a secondary Leadership Program, a grade 6/7 class, a group of international students, band or athletic team.

The Board believes it is of paramount importance that student field experiences are selected, planned, organized and conducted with consideration and care for:

1. the safety and security of all participants;
2. risk assessment and mitigation; and,
3. the protection of students, staff, volunteers and the school district from liability or harm.

Eligibility criteria to participate in field experiences must be established. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.

The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.

The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences. Efforts to minimize costs to students/parents should be evident in all field experience planning.

All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.

Field experiences should occur as close to the district as is reasonable without compromising the quality of the experience.

All details of proposed field experiences must be clearly communicated to students and parents.

Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.

School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all School District 69 (Qualicum) Board policies and administrative procedures. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE TO POLICY 502

### FIELD EXPERIENCES (TRIPS)

Page 2 of 4

by their organizations, parents should be made aware that such activities are not school field experiences.

#### **Responsibilities Parent/Guardian Responsibilities**

Parents/Guardians are responsible to determine whether their child may participate in a student field experience. In order to provide informed consent, comprehensive student field experience information that clearly describes the educational benefits and safety risks must be communicated to parents and guardians.

#### **Student Responsibilities**

Students participating in a field experience are responsible to comply with the school rules, Student Code of Conduct, Board policies, fulfill the preparatory requirements and cooperate with all supervisors.

#### **Educator-in-Charge Responsibilities**

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

#### **Field Experience Supervisor Responsibilities**

Supervisors (teachers, volunteers, contracted instructors) are responsible to:

- a. To provide supervision of students 24 hours per day
- b. To serve as role models to students and as ambassadors of the school district
- c. To conduct themselves accordingly, and within the expectations of the Board
- d. Alcohol or non-prescription drugs are not to be consumed while on, or before, supervising students as supervisors must be capable of reasoned judgment in case of an unexpected emergency at all times during the field experience. This expectation includes international locations where the cultural norms may vary.

#### **Field Experience (Trip) Categories**

The Board expects all Board employees responsible for planning and authorizing field experiences to be knowledgeable of the category definitions for field experiences.

#### **Category 1 - Same Day Field Experiences**

These may last up to a full day. Destinations and activities are determined by learning outcomes; examples of such field experiences are visits to museums, law courts, art galleries, nature parks, etc.

For the purposes of this policy, local neighbourhood excursions that are based on a specific class activity/learning outcome, such as a grade 3 class going to the local park to collect leaves for an art project, or a grade 11 Physical Education class jogging in the local neighbourhood, are not

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE TO POLICY 502

#### FIELD EXPERIENCES (TRIPS)

Page 3 of 4

considered field experiences. However, teachers must always ensure that the school Principal is aware of such neighbourhood learning activities when they are occurring and that parent consent has been granted.

#### **Category 2 - Overnight or Outside of the Central Vancouver Island Area Field Experiences**

1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.
2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

#### **Category 3 - Higher Risk Outdoor Field Experiences**

These are outdoor education based field experiences that may last up to a full day, or may last for two days or more, and entail a level of risk that is higher than activities in which students are normally engaged in at school.

These would typically be:

1. Outdoor Programs where an outdoor setting is important and it becomes the classroom. Examples might include Outdoor Education and Physical Education Activities. Examples could include the Rivers, Mountains and Oceans School (ROAMS) and the Vancouver Island Student Ski Patrol Program (VISSPP).
2. Outdoor Pursuits refers to activities related to self-propelled travel on land, water and snow or ice. Examples may include hiking, kayaking and surfing. The definition of outdoor pursuit includes higher risk activities, such as skiing, and extended wilderness travel. Outdoor pursuits are typically of a higher care nature and as such these environments require some more specialized awareness, planning, instruction and leadership. Outdoor pursuit does not include local ice area activities, such as skating, hockey or curling.

#### **Category 4 - Out of Province (Canada and Continental United States, and Off-Continent)**

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days, such as **These include** cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. ~~Examples could include French Immersion Grade 7 student exchange with a Quebec school and an international student trip to Seattle.~~ **Off-continent travel is to**

#### **Category 5 - Extended Off-Continent Field Experiences**

~~These comprise travel to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. **It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.**~~

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE TO POLICY 502

### FIELD EXPERIENCES (TRIPS)

Page 4 of 4

#### Applying for Category 4 Field Trips

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require Board approval in principle a minimum of eight months prior to travel, and final Board approval a minimum of four months prior to travel. It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.

#### **Excursions During the Non-Instructional Year (school closure in June to school opening in September)**

Excursions planned for the non-instructional period of the year (typically the months of July and August) will be supported as school-sponsored field experiences provided all requisite field experience policies, guidelines, and approval processes have been followed.

Teachers, or other Board employees, who participate in a supervisory role during non-instructional year excursions do so as volunteers, without salary compensation or the expectation of time in lieu.

Liability insurance coverage under the School Protection Plan does extend to any Board employee or volunteer acting in a supervisory capacity during the non-instructional year provided the excursion is a school-sponsored field experience and all requisite field experience policies have been followed.

#### **Inappropriate Field Experiences**

Field experiences may be deemed to be inappropriate by either the school administrator, or the Board designate.

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury
- b. Dangers that cannot be overlooked regardless of attention to risk and planning (such as supervision ratios, equipment, instruction and supervisors/ instructors experience and training)
- c. Age or developmentally inappropriate for activities for students, individually or as a group
- d. Inordinate expense or excessive absence from school
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory
- f. Compliance issues with the policies and procedures of the Board

#### **References**

- *Board Policy 502 – Field Experiences (Trips)*
- *Vancouver School Board – Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE TO POLICY 301

### LIVING WAGE

Page 1 of 2

#### Objectives:

This Policy is designed to ensure that all School District 69 (Qualicum) Staff and Service Providers to our School District who work on School District 69 (Qualicum) premises or lands, for a specified period of time, will earn, at a minimum, a Living Wage.

#### Definitions ~~Move definitions to policy per new policy template that includes definitions~~

~~District is School District 69 (Qualicum)~~

~~Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.~~

~~Living Wage is the hourly rate of pay that enables wage earners living in a household to:~~

- ~~a. Feed, clothe, and provide shelter for their family~~
- ~~b. Promote healthy child development~~
- ~~c. Participate in activities that are an ordinary element of life in the community~~
- ~~d. Avoid the chronic stress of living in poverty~~

~~This hourly rate is calculated on the living expenses of a family of four with two children aged 4 and 7, with both parents working full-time (35 hours/week).~~

~~Premises are all District-owned premises, roadways, and grounds.~~

~~Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.~~

~~Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).~~

#### Implementation, Compliance and Enforcement **Communication:**

- ~~1. The District will implement this Living Wage Policy effective January 1, 2016. Existing contracts still in force at the time of implementation will be grandfathered until such time as the contract expires or is renegotiated, whichever comes first.~~
  1. The living wage will be calculated ~~set~~ annually by staff based on the methodology developed by the Living Wage for Families Campaign ([www.livingwageforfamilies.ca](http://www.livingwageforfamilies.ca)), as noted above.
2. This policy will encompass all district employees, service providers and sub-contractor employees with the following exclusions:
  - a. Students seeking work experience credits for educational purposes;
  - b. Volunteers; and,
  - c. Employees of organizations (for profit or not-for-profit) that lease space/property from the district.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE TO POLICY 301

#### LIVING WAGE

Page 2 of 2

3. The district, as a living wage employer, will ensure all staff are paid no less than the living wage as established in the year of ratifying of any of the district's collective agreements with its unions. The district will not open up any existing collective agreement during its existence to adjust hourly rates in the event those hourly rates dip below the living wage for that year. For example, if in year 2 of a 3-year agreement an employee's hourly rate falls below the living wage hourly rate for that present year, no alteration to the collective agreement will be considered.
4. The District has established the following criteria to determine a service provider's or sub-contractor's eligibility under the Living Wage Policy.
  - a. An employee of a service provider or of its sub-contractor must perform services physically on district premises.
  - b. Work must last longer than one continuous hour per occasion.
5. The district requires all service providers and sub-contractors, whose services fall within the parameters established within this policy, to be compliant for the duration of their contract with the district. ~~Any existing contracts that are in place at the time of inception of this Policy will not require immediate compliance should their wage rates be lower than that established Living Wage rate. However, a contract will require compliance at time of renewal.~~
6. The district will incorporate into all of its competitive bid documents (invitations to tender, requests for proposal, quotes, etc.) a sample declaration to be signed as part of the service provider's contract with the district. ~~A Sample Declaration is attached.~~
7. The district will enforce the policy by performing audits of its service providers and sub-contractors when notification of non-compliance is received by the district. Non-compliance may result in the cancellation of the contract at the discretion of the district.

Reference:

- *Board Policy 301: Living Wage*

SCHOOL DISTRICT No. 69 (Qualicum)  
DRAFT ADMINISTRATIVE PROCEDURE 5030 505  
ANIMALS IN SCHOOLS AND WORKPLACES

Page 1 of 8

**Application of the Policy: Educational Purposes in Schools**

1. Staff shall not bring their own household pets into district schools except for educational purposes as approved by the Principal.
2. Educational purposes for the presence of animals in schools may include:
  - a) as subjects for observation and data gathering on body characteristics, habits, movement, feeding behaviour, instinctive reactions;
  - b) talking and writing stories about animals to support language development;
  - c) supporting the development and learning of a sense of responsibility, kindness and concern for other living beings; and,
  - d) supporting the development and learning of a healthy respect for animals in our local environment.
3. The Principal shall approve all animals that are brought into the schools for educational purposes.

~~When animals are to be kept in the classroom teachers shall ascertain that:~~

  - ~~a. students and school personnel are not allergic to their presence;~~
  - ~~b. the animals are free from any diseases or body parasites;~~
  - ~~c. the animals will present no physical danger to students; and,~~
  - ~~d. students will be instructed in the proper care and handling of the animal.~~
4. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
  - a) students and school personnel may be afraid of or allergic to that type of animal must be accommodated to the extent necessary;
  - b) animals must be in good health, free of disease with no tendencies to bite or scratch;
  - c) the owner of the animal must show proof of current records, including vaccinations or training where relevant;
  - d) the teacher bringing the animal into the school must know the past history of the animal;
  - e) the animal must not present aggressive behaviour towards students or employees;
  - f) parents must be informed prior to an animal visiting the school; and,
  - g) parents must be invited to express any concerns to the teacher and the principal, and those concerns must be attended to in reasonable ways.
5. Animals shall not roam freely in the school. An animal brought into the school for a visit must be leashed and/or under the control of a responsible adult or housed in a suitable, sanitary enclosure appropriate to the size and characteristics of the animal.
6. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.

7. Only relatively small animals which are easily confined or caged, maintained and handled may be kept in the classroom, such as tropical fish and small mammals.
8. Larger animals such as dogs and cats may not be kept in the school building beyond regular school hours and only for the purposes defined in the policy.
9. Animals will not be left in schools during holiday periods, and, where practicable, teachers responsible will make arrangements for their care in other locations.
10. Teachers will ensure that any student who assists with the care of the animal in the classroom:
  - a) is properly trained by the teacher; and,
  - b) is under on-site supervision by the teacher with the teacher present but not necessarily constantly viewing the activity.
11. If in the opinion of the principal, animal hygiene becomes a factor, approval to keep the animal in the school is withdrawn and the animal must be taken from the school at the end of the school day.
12. If conditions change (animal, student, environment) withdrawal of the animal can be made at the discretion of the principal.

#### Application of the Policy: Therapy Dogs

13. The principal will initiate the use of therapy dogs and their handlers in schools, in conjunction with the Senior Leadership Team, to provide service and comfort to staff and students during specific events, such as a crisis response.
14. A schedule for ongoing visits must be detailed in a document provided by the therapy dog organization and subject to the approval of all the principal or the workplace supervisor prior to commencing visits. Approval must be provided, then renewed each school year or whenever the handler wishes to use a different therapy dog.
15. The Principal of the school has the authority to end any arrangements pertaining to the use of therapy dogs at any time at their discretion.
16. Handlers of therapy dogs will be required to provide proof of liability insurance.

#### Application of the Policy: Assistance (Guide or Service) Dogs

17. A student or employee may be eligible to receive the support of an assistance dog if they have an identified medical condition, as defined by the British Columbia Ministry of Education or the BC Guide Dogs and Service Dogs Act.
18. The assistance dog must be trained and certified by a training school accredited by either or both the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI) or certified by the Justice Institute of British Columbia. In any and all cases, the dog / team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card. The School District may also consider applications for dogs that are currently undergoing training to become certified.



19. The introduction of the assistance dog or therapy dog to the school community must not create barriers to students' learning or disrupt their regular job duties.
20. The student or employee requesting an assistance dog must be capable of maintain control of the dog at all times;
21. Employees must submit requests for an assistance dog to the Director of Human Resources or designate. Parents or guardians of a student requiring an assistance dog must submit their request to the principal.
22. Certified assistance (service or guide) dogs brought onto school district property as part of a medical accommodation will be covered by the district's insurance policy.
23. Information to be included in a request for an assistance dog is as follows:
  - a. a letter requesting an assistance dog to accompany them to work or school, as well as an overview of the benefits of having an assistance dog attend school / work;
  - b. a letter of recommendation from a doctor confirming the presence of a recognized disability or special need, as well as a recommendation for the use of an assistance dog;
  - c. a Certificate of Training for the assistance dog from the appropriate agency;
  - d. veterinary records as evidence that the dog is in good health;
  - e. BC Guide Dog and Assistance Dog Provincial ID Card where applicable;
  - f. details of arrangements for the personal care and physical needs of the assistance dog, including at least one bio-break per day and providing appropriate bedding and water bowl; and,
  - g. details of an alternative dog handler for instances when the primary dog handler is absent.

#### Responsibilities

24. The School District will:
  - a. support the principal or workplace supervisor in ensuring that the provisions of the policy and administrative procedure in place at all times;
  - b. communicate the contents and requirements of the policy and administrative procedures to all employees annually;
  - c. support the principal or workplace supervisor in ensuring that the use of any assistance dog is consistent with the accommodation needs of an employee or the documented needs of a student including as identified within an individual education plan;
  - d. reserve the right to remove or exclude from school facilities or property any assistance dog / therapy for reasons it deems appropriate; and,
  - e. support the principal or workplace supervisor in ensuring that:
    - i. the purpose and function of an assistance or therapy dog are clearly connected to a need of a student or employee;
    - ii. within a school, parents of children who will be exposed to an assistance or therapy dog are informed of all of the details of the visit of the dog, and given an opportunity to express any concerns including in relation to allergies or fears;
    - iii. within a school, those concerns are accommodated as possible;

- iv. therapy dogs are present only with handlers;
- v. therapy or assistance dogs are provided with a visit to the school prior to students being present; and,
- vi. arrangements for assistance or therapy dogs are documented.

**25. The School Principal will:**

- a. inform all staff members of the presence of an assistance dog or therapy dog;
- b. inform parents of the plans with regard to the dog and request that any concerns, including in relation to allergies and fears, be provided;
- c. inform the transportation department of any transportation requirements of an assistance dog;
- d. notify students and their parents of the arrival of the assistance/therapy dog, including an explanation of the purpose of the dog and arrangements that have been made;
- e. retain all letters regarding an assistance dog in the student's file;
- f. ensure that a poster is placed at each entrance to raise awareness of a working therapy dog / assistance dog in the school; and,
- g. restrict access for assistance or therapy dogs to certain parts of the school as necessary, including mechanical rooms, science labs, custodial rooms, food preparation areas, shops and other areas of risk to the animal, unless via a carefully considered necessary exemption to this restriction.

**DRAFT**

## APPENDIX 1 - THERAPY DOGS IN SCHOOLS CONSENT FORM

Name of School: \_\_\_\_\_

School District 69 has partnered with the therapy dog organization to provide a certified dog therapy team to visit your child's school.

The following service will be offered at your child's school:

- Children will be reading one-on-one to a dog therapy team to practice reading skills.
- Group visitation will occur with one or more dog therapy teams.
- Service Dog/Guide Dog:

Start Date of Activity: \_\_\_\_\_

Frequency of Activity: (single visit, weekly, school year, etc.): \_\_\_\_\_

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*Please Complete below and return to school.*

### ACKNOWLEDGEMENT AND CONSENT

I understand that the Handlers and dogs involved in this program are members of a therapy/guide dog organization that have been certified as Guidelines are in place for the safety of the participants as well as the safety of the teams performing the visits.

While every possible precaution is taken, accidents can and do happen, and occur without the fault of the participant, the school, SD 69, and/or the certified teams. By choosing to take part in this program, you are accepting the risk that you/your child may be injured. The chance of injuries or incident can be reduced by carefully following instructions at all times while engaged in visits.

**I consent to my / my child's participation in this program.**

Student Name (Print): \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Signature of Student (if 18 years of age or over): \_\_\_\_\_

**APPENDIX 2 - ASSISTANCE DOGS IN SCHOOLS**  
**SAMPLE LETTER TO THE SCHOOL COMMUNITY**  
**(SCHOOL LETTERHEAD)**

Date

Dear Parent / Guardian:

This letter is to inform you that, effective (date), there will be a service dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

A service dog is a dog that has been trained to assist an individual with specific tasks pertaining to a visible or non-visible disability, such as epilepsy, diabetes, post-traumatic stress disorder or a mobility limitation.

(Name of dog) is a highly trained and fully certified service dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the service dog.

If you have any specific concerns regarding the presence of the therapy dog in the school, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Schools

**APPENDIX III**  
**SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES)**  
**(SCHOOL LETTERHEAD)**

Date

Dear Parent / Guardian:

This letter is to inform you that a therapy dog will be present in your child's class on (date).

Therapy dogs are interactive dogs trained to work for a Handler to provide service and comfort to people. The presence of a therapy dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

There will be information sessions at the school and students will be instructed as to the proper procedures regarding the Therapy Dog.

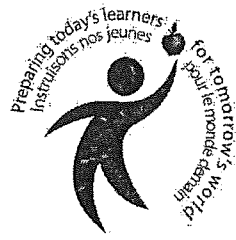
If you have any specific concerns regarding the presence of the service dog/therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

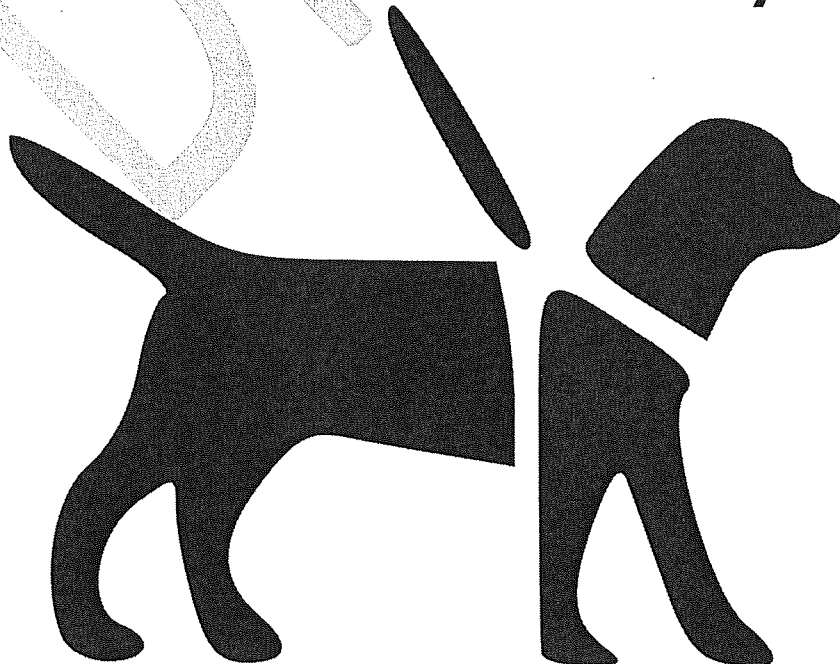
cc: Superintendent of Schools



SD69 QUALICUM

# NOTICE:

There is a working  
**THERAPY/ASSISTANCE DOG**  
in this school today.



**To: Policy Committee of the Whole**

**Date: January 20, 2020**

**Submitted by Policy Chair and Superintendent**

**Overall Plan:**

1. Policy updates and changes will go to the Policy Committee Chair. Policy Committee Chair will be responsible for reformatting and guiding the policies through the process.
2. Administrative Procedure updates and changes will go to the Superintendent. Superintendent will be responsible for reformatting, updating and guiding the procedures through the process. Note that Admin. Procedures will only be discussed if there are changes and these do not have to go through 3 readings...
3. Administrative Procedures will follow the related policy in the handbook and on-line.

**Section Titles and Renumbering:**

We are suggesting that section headings and numbering be changed as follows:

1. Bylaws will remain the same
2. Governance will remain as the title of Policy Section #1 – Policies and Administrative Procedures in this section will be numbered in the 100's
3. Business will replace Administration and Facilities as Policy section 2 and will be renumbered in the 200's. The section currently called FOIPOP will move here.
4. Instruction and Student Services Section will become Students and will be renumbered in the 300's
5. Personnel will remain and will be renumbered in the 400's
6. Health and Safety will remain and will be renumbered in the 500's

**Formatting details:**

1. Default font will be Arial and font size 11. Changes will be bold underlined in the documents.
2. Paragraphs will be numbered and sub-sections will use letters; sub-sub sections will use Roman Numerals.