



POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, FEBRUARY 21, 2023
1:00 P.M.
via Zoom

Facilitator: Trustee Carol Kellogg

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/67663447902?pwd=U1ltRU5jYitzSml2OHFBckVmeVhpZz09>

Meeting ID: 676 6344 7902

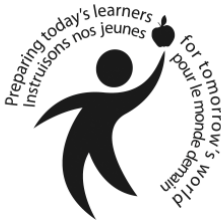
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Mandate: To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, Administrative Procedures.

AGENDA

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

- 1. INTRODUCTIONS**
- 2. FOR DISCUSSION**
 - a. 301: Living Wage – Rescind?
- 3. POLICIES POTENTIALLY GOING TO FIRST READING** (Intent and philosophy and edits)
 - a. 502: Field Experiences – consider with Board Policy 100: Sustainable Practices
- 4. POLICIES POTENTIALLY GOING TO SECOND READING** (Line by line content and edits)
 - a. 508: Career Education – NEW
- 5. POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING** (Final review including input on AP's)
None
- 6. FUTURE TOPICS**
- 7. NEXT MEETING DATE**
Monday, April 17, 2023 via Zoom



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 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.

Policy Statement:

This Policy is to ensure that all School District 69 (Qualicum) staff 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 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 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 down payment 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.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 301

LIVING WAGE

Page 2 of 2

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: 2020.04.28



Implementation, Compliance and Communication:

1. The living wage will be set annually by staff based on the methodology developed by the Living Wage for Families Campaign (www.livingwageforfamilies.ca).
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.
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.
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.
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

Dates of Adoption and Amendments:

Adopted: 2015.11.24
Amended: 2020.04.28



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 supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and core competencies, and which expand on athletic, cultural, musical, linguistic, or other educational endeavours.

Guiding Principles

1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience.
2. 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) 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.
3. The Board retains the right to review and give approval for experiences that are out of province, **but delegates that authority to the Superintendent.**
4. **The Superintendent ensures the Board is informed of any emerging safety concerns.**

References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of 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:
2020.05.26



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, including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and,
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 and that attends to:

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.

Requirements

1. Field experience applications shall demonstrate clear connections to curricular or core competencies and/or be supportive of cultural, linguistic, athletic or musical experiences.
2. Given those connections, field experiences should be held as close to the district as is reasonable without compromising the quality of the experience.
3. Planning for field experiences shall take into consideration the climate impact of the activity and any related transportation, and efforts ~~must~~ shall be undertaken to minimize or offset those impacts.
4. Eligibility criteria to participate in field experiences must be established by the educator in charge of the field experience.
5. 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.
6. 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.



7. 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.
8. 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.
9. All details of proposed field experiences must be clearly communicated to students and parents.
10. 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.
11. 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, including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.
12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
13. For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes.

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 illicit 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. Any over the counter or prescription medications which are necessary for a supervisor must be taken judiciously and with knowledge of the lead sponsor.

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 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, 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. These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Off-continent travel is 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.

Reasonable efforts will be made to report to the Board of Education on the students' learning after returning from a Category 4 field trip.

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. ~~Category 4 field trip requests will be submitted to the Board's Education Committee of the Whole for review and consideration of referral to the Board of Education.~~ 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. Absence of necessary 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; and,
- f. Non-compliance with the policies and procedures of the Board.

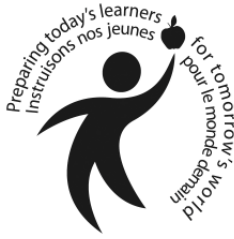
References:

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: **2020.05.26**



Context

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

Policy Statement

The Board believes that all students should graduate with a meaningful Dogwood Diploma that gives them as many post-secondary opportunities as possible. Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience, dual-credit courses and Youth Work in Trades programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

Guiding Principles

1. Students will be introduced to Career Education Programs through the curriculum Career courses and other courses taken throughout their educational journey.
2. The standards for Ministry Work Experience and Youth Work in Trades must be upheld with emphasis on work-site safety and student conduct.
3. All program and course must be approved by the Director of Instruction.
4. All Ministry and School District requirements and Administrative Procedures must be followed, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices.

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose:

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience (WEX), dual-credit courses and Youth Work in Trades (WRK) programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on work-site safety and student conduct.

Procedures

1. Work Experience
 - 1.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, and the Work Experience Program Guide, the District authorizes participation in Work Experience programs for students who are fourteen (14) years of age or older.
 - 1.2 Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
 - 1.3 As outlined in the Ministry of Education [Program Guide for Ministry-Authorized Work Experiences Courses](#), District staff, as assigned by the Superintendent, secondary principals and District educators are responsible for ensuring that all documentation is completed and filed.
 - 1.4 Skills learned in all Work Experience placements must be related to a student's career focus and shall include hands-on work experience, job shadowing, and/or career mentoring at a standard work site, a non-standard community site created specifically for work experience or a career simulation.
 - 1.5 All work experience students must be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Ministry- Authorized Work Experience Courses guidelines.



- 1.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the orientation by a supervising educator before a workplace placement commences.
- 1.7 Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:
 - 1.7.1 Increased time for vocational training;
 - 1.7.2 Appropriate on-site supervision and support in the workplace; and,
 - 1.7.3 Specific and direct opportunities to increase work related skills.
- 1.8 For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment.

2. Youth Work in Trades

- 2.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fifteen (15) years of age or older and in grades 10, 11 or 12 to participate in Youth Work in Trades programs.
- 2.2 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.
- 2.3 Principals are responsible to ensure that, in accordance with Ministry guidelines all documentation is completed and filed as outlined in the [Youth Work in Trades Program Guide](#).
- 2.4 Educators along with Employers/Sponsors must establish a training plan, as outlined in the District Career Preparation Program Guide, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
- 2.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.
- 2.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.



References:

- Board Policy 508: Career Education (DRAFT)
- Sections 20, 22, 65, 75, 85 School Act
- Workers' Compensation Act
- Workers' Compensation Coverage Order OIC344/11
- Graduation Program Order M302/04
- Work Experience Order M237/11
- Program Guide for Ministry-Authorized Work Experience Courses
- Youth Work in Trades Program Guide
- Special Education Services: A Manual of Policies, Procedures and Guidelines

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT