



QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, FEBRUARY 20, 2024
1:00 P.M.
VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

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Meeting ID: 299 157 061 62

Passcode: EUmEay

Facilitator: Trustee Carol Kellogg

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 INFORMATION**
- 3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**
(Intent and philosophy and edits)
 - a. Policy 510: Learning Resources (NEW)
 - b. Policy 700: Safe Caring and Inclusive School Communities
 - c. Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools
- 4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**
(Line by line content and edits)
None
- 5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**
(Final review including input on AP's)
 - a. Policy 100: Sustainable Practices and its attendant Administrative Procedures
 - b. Policy 103: New/Repurposed Facilities
 - c. Policy 105: Use of School Facilities and its attendant Administrative Procedures
 - d. Bylaw 3: Meetings of the Board of Education
- 6. FUTURE TOPICS**
- 7. NEXT MEETING DATE**
Tuesday, April 3, 2024 via video conferencing

**Context:**

The BC Ministry of Education and Child Care has determined that “Boards of education have the responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources” (Learning Resource Policy, Ministry of Education and Child Care).

Policy Statement:

The purpose of this policy (and AP??) is to ensure that appropriate learning resources are used in schools to support the curricular learning standards and educational programs, and that district process for the selection of learning resources conform to the School Act and district expectations.

Guiding Principles:

The Board of Education believes that:

1. The selection of learning resources involves many people (administrators, teachers, students, community, district staff) the responsibility for coordinating the selection of school learning resources and making recommendations for purchase rests with the principal and professional personnel.
2. Learning and curriculum resources need to reflect and value the diversity of the Qualicum School District. Students should see themselves, their lives, the lives of **their families and the lives of others** positively reflected in the curriculum through resources. **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**
3. Parents/caregivers have an interest in the quality of learning resources available to students and **should contact the teacher and/or the principal if they have questions, and that** Opportunities to challenge resources will result in thoughtful review and follow consultative procedures (See Board Policy 710: Resolution of Student and Parent/Caregiver Complaints).
4. Students learn best when they are actively involved in their own learning and when instruction is adapted to their individual needs, learning styles, and interests.
5. Education plays an important part in Reconciliation and learning resources should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum nations, then of our local Indigenous students, then of the Indigenous peoples in Canada, and then of the Indigenous peoples around the world.

Definitions:

- Learning Resources: Materials that promote learning and thinking, which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.
- **Indigenous Education Resource Inventory**: a non-comprehensive list of Indigenous education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teacher's Federation, the First Nations Education Steering Committee, and Métis Nation British Columbia. The intent of these materials is to help further incorporate Indigenous knowledge and perspectives into B.C. classrooms and are considered to be Board authorized.
- **Focused Educational Resources**: is a not for profit organization that provides services that support quality education, . . . with the primary goal of benefiting our members and optimizing their resources to achieve significant impacts and benefits in the delivery of k-12 education. They provide a **K-12 Evaluated Resources Collection** which are considered to be Board authorized.



- [First Nations Education Steering Committee \(FNESC\)](#): The primary goal is to promote and support the provision of quality education to First Nations learners in BC. Resources from the [FNESC Publications Catalogue](#) are considered to be Board authorized.
- [SOGI 1 2 3](#): Developed by the ARC foundation in collaboration with the [BC Ministry of Education and Child Care](#), BCTF, UBC, Out in Schools, school districts throughout BC, and local, national and international LGBTQ community and organizations. It is a resource that provides schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with BC's curriculum and are considered to be Board authorized.

References:

- [Learning Resources Policy, Ministry of Education and Child Care](#)
- [School Act Section 168\(2\)\(e\)](#).
- Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

CONTEXT:

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

POLICY STATEMENT:

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school’s code of conduct.
2. **Each school’s code of conduct will use the district’s template and include content that speaks to anti-discrimination, expected behaviours, unacceptable behaviours, responses to unacceptable behaviours, safe reporting, and the responsibility to inform, as well as language supporting a distraction free learning environment through restrictions on cell phones and other devices.**
3. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
4. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
5. District wide professional learning for educators will continuously provide best practices.
6. All staff who work directly with students shall have access to training on the impacts of trauma.
7. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

REFERENCES:

- *Administrative Procedure: Safe, Caring, and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedures*
- *B.C. Human Rights Code as of July 2021*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01
- *Violence, Threat-making, Risk and Threat Assessment Community Protocol*
https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf
- *SOGI 1 2 3* <https://www.sogieducation.org/>
- *Universal Declaration of Human Rights (United Nations)*
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- *Canadian Charter of Rights and Freedoms*
<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>
- *Ministry of Education Province of B.C. Core Competencies*
<https://curriculum.gov.bc.ca/competencies>

Dates of Adoption and Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23: **2022.01.25**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

The Board of Education recognizes its responsibility to provide safe, caring, and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

School Codes of Conduct

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.
3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.



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4. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
5. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
6. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
7. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15th of each school year (*attached form*).
8. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
9. The school's Code of Conduct shall be posted publicly.
10. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

Student Dress Code

1. Each school is required to develop, in consultation with students, parents, teachers, staff and administrative personnel, a school dress code.
2. The school's dress code may be incorporated into the school's student Code of Conduct.
3. The school's dress code should guide and support students and parents to making appropriate individual choices around attire suitable for a learning environment.
4. The school's dress code may be reviewed annually by students, parents, teachers, staff and administrative personnel as part of the Code of Conduct.

Cell Phones and Other Devices

1. **Each school is required to develop in consultation with students, parents, teachers, staff, administrative personnel, a set of restrictions for cell phones and other devices.**
2. **The restrictions for cell phones and other devices will be couched in positive outcome-based language that will encourage undistracted learning from bell to bell.**
3. **Schools will be encouraged to provide students with social media training as part of their regular curricular content in intermediate and secondary grades.**



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SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence

The Board expects that each school in the district will ensure:

- a. that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b. that students are informed on an annual basis, in language appropriate to their age level about the following:
 - the definition of bullying, intimidation, discrimination, harassment, and violence
 - the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
 - the interventions listed in this administrative procedure

The Goals for SOGI Inclusive Education in School District No. 69 (Qualicum) are as follows:

Visibility

The diversity of sexual orientations, gender identities and expressions are recognized and valued.

Protection

The dignity of all people across the sexual orientation and gender identity (SOGI) spectra is preserved and protected from harm.

Inclusion

Equitable treatment and inclusion are a reality for people of all sexual orientations, gender identities and gender expressions.

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

Staff and learners will be well-informed and equipped with appropriate and respectful language. We acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and when it comes to the language or terms they consider respectful and inclusive.

Glossary of SOGI Terms for Staff and Learners to Support and Inform our Work:

Agender - Describes a person who identifies as having no gender.

Ally - A person who supports and stands up for the rights of LGBT people.

Asexual - Describes a person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.

Assigned sex at birth - The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.



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Bisexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender and people of other genders.

Cisgender - A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).

Gay - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but is more commonly used to describe men.

Gender binary structure - The idea that there are only two genders, boy/man/male and girl/woman/female, and that a person must strictly fit into one category or the other.

Gender dysphoria - Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth.

Gender expression - This term describes the ways (e.g., feminine, masculine, androgynous) in which a person communicates their gender to the world through their clothing, speech, behavior, etc. Gender expression is fluid and is separate from assigned sex at birth or gender identity.

Gender fluid - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some of the time, and another gender at other times.

Gender identity - A person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender.

Gender non-conforming - Describes a gender expression that differs from a given society's norms for males and females.

Gender role - A set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived sex.

Heterosexual (straight) - A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Lesbian - A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.

Non-binary - Describes a person whose gender identity falls outside of the traditional gender binary structure.

Pansexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of all gender identities.

Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than



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traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.

Questioning - Describes an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.

Sexual orientation - How a person characterizes their emotional and sexual attraction to others.

Transgender - Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.

Two-Spirit - Describes a person who embodies both a masculine and a feminine spirit. This is a culture-specific term used among some Native American, American Indian, and First Nations people.

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

Staff will commit to both proactive measures and responsive actions in order to ensure that sexual orientation and gender identity are not barriers to learner participation in all aspects of school life or a factor in their safety/wellbeing while in our care.

Recognizing the Right to Self-Identification

Learners will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity.

Protecting Confidentiality

Learners will have the right to the confidentiality of their official and/or preferred sex, gender, and name.

Broadening Dress Guidelines

Learners are entitled to gender expression through what they wear to school. Dress codes are to support and guide appropriate learner choice in this regard.

Offering Integrated and Inclusive Activities

We will strive to offer integrated and inclusive activities which enable learners to participate in teams and groups that they feel correspond with their gender identity. Students will be included and accommodated in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar clubs.

Providing Training to Staff



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All staff will be provided with knowledge, strategies and tools to develop a broad understanding of SOGI issues and to inform their practices in working with learners.

Promoting Inclusive Learning Experiences

Staff will ensure that classroom materials and activities will contain positive images and accurate information about sexual orientation, gender identity and gender expression.

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Providing Safe, Respectful and Inclusive Facilities

Learners may choose to use washrooms and change rooms that match their gender identity. Staff will endeavor to provide washroom and change room options that support and honour learner choice.

Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence

An allegation of bullying, intimidation, discrimination, harassment, or violence shall be made informally through a verbal report to a staff member or, more formally, in writing to the Principal or Vice-Principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal/retaliation or shunning/isolation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Possession or Use of Weapons

The District considers the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. Staff are to take appropriate action to ensure the safety and well-being of students and staff.

Violent incidences must be documented as indicated and reported to the student's parents and a Violence, Threat-Making and Rapid Assessment (VTRA) completed.



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Where a Principal/Vice-Principal reasonably believes that a person on or near school premises is in possession or has used a weapon, that person shall:

- a. invoke the appropriate All Hazards Emergency Procedure in order to minimize the risk of injury to any person
- b. immediately notify the police and the Superintendent of Schools or designate
- c. ensure the weapon is removed from school premises (confiscated)
- d. contact parent/guardian

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

Investigation

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

Intervention

When there is a finding that misconduct has occurred, intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the Principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the Principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible
- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the Principal/designate to be appropriate or legally required



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Student Locker Searches

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

Questioning of Students by Law Enforcement Authorities

School and District administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

Issues of particular importance to school and District administration in current legislation are:

- a. the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- b. the potential admissibility of all statements made by students to school authorities

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.



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Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

Violence, Threat, Risk Assessment (VTRA)

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "Fair Notice" that each threat will be taken seriously.

Students and staff who become aware of a threat have a duty to inform the school Principal/Vice Principal immediately.

The Principal or Vice Principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school Code of Conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

The School Threat Assessment Team is to be notified of all threats or violent situations and will coordinate the school's Threat Assessment Procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim



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intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.

School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school Principal as per the District VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a District Threat Assessment Team will be convened by the Safe Schools Coordinator or Superintendent.

The District Threat Assessment Team will meet with the School Threat Assessment Team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school Principal for action and the Superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 701: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 701: *Student Discipline*.

Schools are to report all threats involving threat assessment procedures to the Superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the Superintendent's office.

Appeal

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

Other Laws

Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, *the Criminal Code of Canada* or civil action.



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SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Other District Policies and Procedures

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 700: *Safe, Caring and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

References:

- *Board Policy 700: Safe, Caring and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*
- *Guidelines: School Support for Trans and Gender Non-Conforming Students (Vancouver School Board)*
- *SOGI 1-2-3*
- *National LGBT Health Education Centre*

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: **2022.01.25**



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Context:

The Board has fiduciary responsibility for ensuring that students are free of being influenced to limit influence of students through corporate sponsorships, partnerships and/or advertising. ~~We~~ The Board recognizes the power of sponsorships, partnerships and advertising to “brand” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the Board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 requires a contract. (Refer to [Policy 101 Tendering Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems. Advertising for the purpose of extra-curricular sponsorship may be permitted on a temporary basis.

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

Donation - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

References:

- [Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: **2022.05.24**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Purpose

These Administrative Procedures are written in support of Policy 705: Corporate/ Community Sponsorships, Partnerships, and Advertising in Schools.

The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining safe, caring and inclusive schools.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

Sponsorships or sponsorship agreements exceeding \$25,000 in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers.

Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Local businesses or donors may be solicited for sponsorship in exchange for limited space advertising in schools publications such as yearbooks, brochures and programs, with the principal's approval. Space on posters, banners or signage may be sold to vendors with the agreement that their visibility will be limited to non-instructional times.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

District Parent Advisory Council/Parent Advisory Council (PAC)

The District Parent Advisory Council and a school's Parent Advisory Council (PAC) are often successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of one or more schools. Decisions on the methods of raising funds for a school shall be made in consultation with the Superintendent of Schools and/or the school's Principal in accordance with School District policies and administrative procedures.

Reference:



- Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.11.22

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Context:

The Board of Education recognizes a world-wide climate emergency is occurring. Environmental sustainability is the responsibility of trustees, senior staff, principals/vice principals, teachers, students, support staff, parents and community.

Policy Statement:

The Board will take action to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, and provide environmental stewardship through lower carbon emissions.

The Board will ensure that every effort is made to conserve energy and natural resources while exercising sound financial management.

The Board will provide a strong educational approach to understanding the climate emergency **and environmental health.**

The Board will provide environmental stewardship through lower carbon emissions, education, and recycling. (i.e. planting and saving trees when possible to promote a green environment)

Guiding Principles:

- a. A strategic approach to energy management, including assessing baseline performance, setting goals and targets, creating an energy management plan, tracking performance and communicating results.
- b. The review and continuous improvement of the school district's energy management plan within the financial resources available.
- c. The development and delivery of educational programs, activities and initiatives that enable students to develop the skills, knowledge and attitudes that will help sustain the environment **and encourage environmental stewardship.**
- d. Communicating environmental sustainability initiatives, and consulting with partner groups on the implementation of new initiatives.
- e. The expectation of students and staff to actively reduce their energy use and material consumption.
- f. The integration of environmentally sustainable considerations into the operations, educational and business decisions of the school district.
- g. The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

Definitions:

Sustainable practices are those business, educational, and individual practices that result in a smaller carbon footprint and enhanced presence in our curriculum aimed at creating a culture of conservation.

References:

- [Administrative Procedures to Board Policy 100: Sustainable Practices](#)
- [Sustainable Schools Best Practices Guide](#), Ministry of Education and Child Care



Dates of Adoption/Amendments:

Adopted: 1992.02.25

Amended: 1994.02.22: 2016.08.31: 2020.09.22: **2023.09.26**

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QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 100

SUSTAINABLE PRACTICES

Page 1 of 2

Purpose

These Administrative Procedures will support [Board Policy 100: Sustainable Practices](#) in order to develop the collective responsibility to protect and conserve the environment.

Requirements

1. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
 - a. Integration of environmentally sustainable considerations into the School District's business decisions related to:
 - i. Lighting
 - ii. Heating, ventilation, air conditioning systems
 - iii. Renovation and new construction
 - iv. Recycling programs
 - b. Purchasing policies that encourage suppliers to meet or exceed the District's environmental management standards.
 - c. Mechanisms to regularly assess and continually improve the District's environmental sustainability performance.
 - d. Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.
2. The Director of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
3. The Director of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
4. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the Director of Operations. This includes the closing of windows and doors during when the HVAC is required, turning off of lights, and the removal of extraneous appliances.
5. Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board [Policy 502: Field Experiences \(Trips\)](#).
6. Teachers and support staff are encouraged to integrate environmental themes at every level and provide the opportunity for students to participate in energy management initiatives.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 100
SUSTAINABLE PRACTICES

Page 2 of 2

7. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools and learning activities that utilize a wide range of appropriate local environmental field trips.

References:

- [Board Policy 100: Sustainable Practices](#)
- [Board Policy 502: Field Experiences \(Trips\)](#)
- [Sustainable Schools Best Practices Guide, Ministry of Education and Child Care](#)

Dates of Adoption and Amendments:

Adopted: 2016.08.31

Ammended: 2020.09.22: 2022.10.25: **2023.09.26**

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SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

Context

~~The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be used in planning for new/repurposed facilities and additions to existing facilities.~~

The Board of Education recognizes the need for organizations to update their names, colours, logos, and other identifying features from time to time. It is the Board's belief that processes to do so are most successful when done in a thoughtful and collaborative manner. Ultimately, the Board of Education is responsible for all public facing identifiers in the school district any changes to such will require their approval.

Policy Statement

~~The Board expects that facilities will be used primarily to support the education of students, and should be designed and maintained to serve that purpose.~~

Changes to site or district identifiers, such as site names, colours, logos, and other significant identifying features will require approval from the Board of Education.

Guiding Principles

- ~~1. The Board believes that all facilities should be safe for all students, teachers and community members.~~
- ~~2. Facilities should be built, operated or upgraded to be efficient, cost effective and environmentally sound.~~
- ~~3. All facilities will be named after places of local Indigenous, historical, or geographical prominence.~~
- ~~4. No facilities, nor portions of facilities, will be named after people.~~
- ~~5. Facilities will allow for students, schools and communities to use them as availability permits.~~
- 6. The Board holds responsibility for all schools and district sites, and is therefore responsible for all such public facing branding content, including names, colours, logos, and other identifying features.**
- 7. The Board recognizes that from time to time, a need or interest in changes or updates to site or district identifiers may emerge.**
- 8. The Board expects such change processes to be as collaborative as reasonably possible, given the specific circumstances of each change. Staff, students, parents/caregivers, and local First Nations should normally be included.**
- 9. Presentations to the Board regarding the potential change to site or district branding should include a clear rationale for the change initiative, relevant contextual information regarding the current identifiers, any processes that led to the determination of an outcome (such as surveys, focus groups, ongoing discussions), potential costs for the change, and a communication plan that would follow Board approval.**



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

References

- [Administrative Procedures to Board Policy 103: New/Repurposed Facilities](#)
- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption and Amendments

Adopted: 2016.08.31

Amended: 2020.10.17

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SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

Purpose

This Administrative Procedure describes those procedures that will be used when the Board of Education undertakes the design and construction of new or repurposed facilities as per Policy 103: *New/Repurposed Facilities*. This does not apply to ongoing maintenance or renovations, rather major projects including both new builds and major renovations that come with repurposing a school or district facility.

1. PLANNING

Prior to the initiation of planning, a consultation process shall be undertaken that will involve the Architect (if assigned), school administration or district staff responsible for the facility, the staff assigned to the school or building, students (where appropriate), parents, representatives of the community (as appropriate), the Secretary Treasurer, the Superintendent of Schools, Associate Superintendent of Schools (or designates), Trustees and representatives of the Canadian Union of Public Employees (CUPE) Local 3570, the Mount Arrowsmith Teachers' Association (MATA) and the District Parents Advisory Council (DPAC).

2. NAMING

- a. The Superintendent of Schools shall convene a representative committee to collaborate on the naming of each new facility, or in the case of a repurposed facility the possible renaming of the facility.
- b. The Committee shall present a short list of names, in order of preference, to the Board of Education.
- ~~c. All facilities will be named after places of local Indigenous, historical or geographical prominence.~~
- d. The final decision shall remain the responsibility of the Board.
- e. A formal request shall be made to the Minister of Education and Child Care to officially name and open the new or repurposed facility, in accordance with Section 73(1) of the *School Act*.

References:

- [Administrative Procedures to Board Policy 103: New/Repurposed Facilities](#)
- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption/Amendments:

Adopted: 2016.08.31
Amended: 2020.10.27: 2022.10.25



Context:

The Board of Education recognizes that, while its job includes ensuring that facilities are used for their intended purposes and maintained to the highest standard, when not in use, these facilities may be available for use by the larger community also are an integral part of the larger community. As such, the Board should ensure that procedures are in place that see to effective rental or community use, security of property, effective use of sports field and playgrounds, and appropriate use of the Lasqueti teacherage

The Board of Education recognizes that their core responsibility is the education of its students, and the primary purpose of its facilities is to carry out that role. Therefore, it is incumbent on the Board to make sure that facilities are maintained to the highest reasonable standards for that purpose, and that alternative uses do not interfere or compromise the Board’s ability to meet students’ educational needs. However, when not in use for this primary purpose, these facilities may also be made available for use by the larger community. Therefore, the Board should put procedures in place to ensure fair, effective, and secure rental use.

Policy Statement:

The Board supports the community by allowing use of available facilities when not in use for educational purposes will ensure that its facilities are maintained to the highest reasonable standards.

The Board believes that the primary purpose of its facilities is for the education of its students, and will ensure that these facilities are maintained to the highest reasonable standard to fulfill that purpose. The Board will also support the use its facilities by the community, provided such use does not interfere with or compromise its primary purpose.

Guiding Principles:

1. When not in educational use, facilities will be available for rental or lease to community partners, or groups.
2. Facilities will be used first and foremost in support of the education of students.
3. Security of all school district facilities and grounds should be paramount in district planning and operations.
4. Teacherages will be first offered to School Staff, and then to other members or departments of the School District.
5. Should a building become available, the Board will encourage and seek out long-term leases.
6. All rentals and leases will be charged a fee that will cover the costs of hosting the community activity and may reflect fair market value.
7. Outdoor facilities, including sports fields and playgrounds should be well designed in collaboration with school administration, and should be made available to the community through joint use agreements where possible.
8. When not being used by the School District, outdoor facilities may be available for public use.

References:

- [Administrative Procedures to Board Policy 105: Use of School Facilities](#)

Dates of Adoption/Amendments:

Adopted: 2020.10.27

Amended:



This Administrative Procedure is intended to provide procedural support for Board Policy 105: Use of School Facilities in four specific areas:

- I. Rentals and Community Use
- II. Security of Property and Assets
- III. Sports/Grounds Areas and Site Playgrounds
- IV. Lasqueti Teacherage (Housing)

I. RENTALS AND COMMUNITY USE

The Board of Education believes that school facilities, when not required for school use, may be made available for use by the community and that school facilities should be used as extensively as possible. Rental rates and procedures will be in place to ensure that facilities and grounds are provided to community users at a rate that provides net revenue to the school district as possible and appropriate, knowing that in certain cases rental rates will be cost recover only.

PROCEDURES

1. With the exception of school use, all users must have specific authorization for use of school facilities and equipment.
2. The Board has established the following user priority for the use of school facilities and equipment:
 - a. **School Programs:**
School programs including extra-curricular activities and school-based organizations. These are programs which support the learning objectives of particular schools and include activities sponsored by PACs, school teams and school clubs.
 - b. **Youth Programs:**
Groups operating solely for youth under 18 and where they use instructors and/or volunteers to organize and teach activities. E.g. Regional District of Nanaimo Recreation Programs Scouts, Girl Guides, district youth sports associations, etc.
 - c. **Non-Profit Organizations/Adult Recreation Groups:**
Groups which have paid instructors or organizers for activities and all adult groups.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

d. **Commercial:**

Profit oriented and non-resident individuals and organizations.

Organizations which charge their members/participants and involve paid organizers and/or instructors who are funded either directly or on a fees for services basis. (Political or religious organizations are included in this group).

3. **Applications:**

- a. All applications are processed by the School District's Director of Operations or designate.
- b. Applications must be made at least 21 days prior to the event taking place.
- c. An application fee of \$25.00 per application will be charged to recover the administrative costs.
- d. The applicant must receive a booking confirmation from the Director of Operations or designate prior to using a district facility (***Approval from a school principal is not valid.***)

4. **Bookings:**

- a. Groups who have had a regular booking satisfactory to the Board in the previous school year will have until June 30 to renew their booking. After this date, bookings will be made as they are received.
- b. Preference for early evening times will be given to youth programs.
- c. School principals will advise the Operations & Maintenance Department of space availability by July 1 and January 1 of each year.

5. **Rental Fees:**

- a. Rental fees shall be paid in full at the end of August, the end of December, and the end of June.
- b. Fees will be charged as listed in Schedule "A".
- c. The Board may demand, in full or in part, payment of the rental fee at the time application is made. Should payment be refused on demand, the rental agreement will not be approved.
- d. Bookings may be cancelled without cost if notice of cancellation is received by the Secretary-Treasurer or the Secretary Treasurer's designate 24 hours 5 days prior to the booking date. The Renter will pay the full rental fee if notice is not received as stipulated above.
- e. Rental of school buildings does not include use of school or classroom equipment. Use of such equipment and associated costs must be determined in discussion with the ~~school's principal~~ **Director of Operations.**
- f. School activities, tournaments or other programs (carnivals, auctions, etc.) that require custodial services on Saturdays, Sundays, holidays, or after normal hours shall be invoiced for custodial costs.



6. User Responsibilities:

- a. Renters must comply with all Board administrative procedures (including those which prohibit use of tobacco, vaping products, cannabis or alcohol on school district property).
- b. Renters may be requested to provide the booking confirmation to the custodian at the site.
- c. Access is limited to the area and times identified by the rental application.
- d. Renters may bring into the school their own equipment or props. Such equipment and props must be removed prior to the following school day unless otherwise authorized by the principal. Failure to do so will result in the equipment or props being removed at the Renter's expense.
- e. The Renter is responsible for any damage and repairs to the premises and the equipment, furniture, fixtures and chattels.
- f. The Renter is responsible for any costs involved in securing facilities left open by the Renter.
- g. Renters must leave the facilities and equipment in the condition and location that they were found.
- h. Rental times entered on the application by the Renter are understood to be entry and exit times. Any setup or clean up time needed are to be within the times indicated on the application form.**

7. Supervision:

- a. The custodian in charge is the Board's representative in monitoring the conduct of the users, to ensure that the regulations are followed, and that no damage is caused to school property.
- b. A custodian must be on duty at all times when school buildings are in use after school hours, except when otherwise approved by the Operations & Maintenance Manager or designate.
- c. All groups using school facilities shall:
 - i. identify to the custodian the individual appointed by the organization who is responsible for the group
 - ii. provide adequate security for the area being rented and proper supervision of participants
 - iii. comply with Board administrative procedures and direction from the custodian

8. Cancellation:

- a. School use of facilities shall have priority over community use. Schools must provide to the Operations and Maintenance Department two weeks advance notice of any scheduling changes in order to give community users suitable notice for cancellation.
- b. The Board reserves the right to terminate any approved rental agreement.
- c. Users who have not paid in full within 30 days of invoicing shall be excluded from further use until the fee is paid in full.
- d. Failure to comply with the administrative procedures of the Board may result in cancellation of the rental agreement.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

9. Insurance and Liability:

- a. The renter will indemnify the Board from all manner of actions, causes of action, suits, debts, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the contract.
- b. Proof of liability coverage must be provided upon application.
- c. The renter will provide the District with a Certificate of Insurance with minimum limits of \$5,000,000 prior to using the facility. Such coverage will include Tenants Legal Liability and will name the District as an additional insured.
- d. The renter shall indemnify and pay to the Board forthwith upon demand for any loss, damage or power wastage occurring to the property of the Board, either directly or indirectly as a result of the use of the facilities under the terms of this agreement.

II. SECURITY OF PROPERTY AND ASSETS

The Board believes that access to school district facilities should be controlled, and that a system should be maintained that does not impede access for authorized use.

1. The Operations and Maintenance Department shall:
 - a. Be responsible for the cutting and distributing of all keys within School District No.69 (Qualicum).
 - b. Be responsible for providing keys to district office staff as required.
 - c. Ensure that a record is kept of all keys cut and distributed to the schools or district staff.
 - d. Ensure that District alarm systems are properly maintained and monitored.
 - e. Advise principals in writing of all improper or unauthorized access as reported by the monitoring service.
2. Each Principal or designate shall:
 - a. Be responsible for the distribution of all door and alarm keys for their school staff, except to Operations and Maintenance staff and custodians.
 - b. Ensure staff are aware of the opening and closing procedures and aware of this policy.
 - c. Maintain an up-to-date registry of all keys within their jurisdiction.
 - d. Maintain a daily register of building entries after hours.
3. Staff members shall:
 - a. Arrange access by obtaining an entry/alarm key from the school Principal or Designate
 - b. Disarm the alarm system upon entering the building and ensure the front door remains locked or that access is controlled and the facility is secured during the period of their use.
 - c. Enter name and details of visit in register, giving time of entry and departure.
 - d. Upon departure ensure that:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

- i. there are no persons in the building
 - ii. the alarm system is activated
 - iii. the building is secure
4. The Monitoring Service shall:
 - a. Monitor district alarm systems.
 - b. Report all fault (trouble) alarms to the Operations and Maintenance Department.
 - c. In the first instance report all fire alarms to the relevant fire hall and then to the Operations and Maintenance Department emergency phone number.
 - d. Report all intruder alarms to the district security runner service.
 - e. Report all personal panic alarms to the district security runner service.
 - f. Report all high water-high sewer alarms in the first instance to the district security runner service and then to the Operations and Maintenance Department emergency phone number.
 - g. Report all buildings with low temperature alarms to the Operations and Maintenance Department emergency phone number.
5. The District Security Runner Service shall:
 - a. Respond to alarm calls from the monitoring service.
 - b. Respond to calls from designated district staff for emergent work.
 - c. Send regular reports to the Operations and Maintenance Office.
6. Access to district facilities during non-operating hours is restricted to authorized school district employees.
7. Authorized access is granted by the Secretary Treasurer or designates (principal, vice-principal).
8. Staff wishing to access the school during Christmas, Spring or Summer breaks must confirm with the School Principal or the Director of Operations or designate to ensure there will be no conflict with the safety, security, planned maintenance or renovation projects.. Facility uses must be scheduled and booked as per Administrative Procedure – Rental and Use of School Facilities and Equipment.
9. A key control system is to be established by district administration in accordance with administrative procedures approved by the Board.
10. Community Use
Keys will be issued by the Operations and Maintenance Department Office for:
 - a. facilities use as required and returned after use is complete.
 - b. joint use through the District 69 Recreation Commission.
11. Lost Keys
Individuals or groups who lose a key may, as required to maintain the security of district assets, be subject to either of the following at the discretion of the Director of Operations:
 - a. \$50.00 charge.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

- b. actual cost of re-keying any or all buildings.
- 12. Any person not complying with proper entry procedures, which results in a runner service callout, will be held responsible for absorbing the cost incurred by the District, and will be invoiced by School District 69 (Qualicum). A first warning will be provided before invoicing for cost recovery.

Damage to Buildings and Equipment

The Board believes that a student who has caused willful damage to school property be subject to engaging in restorative processes including restitution for damage caused.

- 13. When a student has been identified as having damaged buildings and/or property, the principal will contact the parents by phone, email and/or registered letter indicating the circumstances involved and the school's procedure in assessing damages.
- 14. The Superintendent of Schools will be notified by telephone and by letter of the student involved and the extent of the damage.
- 15. The Operations and Maintenance Department shall assess the cost of repair and/or replacement.
- 16. The Secretary Treasurer may invoice the student/parent for the cost of the damage indicating that an appeal may be made through the Secretary Treasurer to the Board.
- 17. This does not limit School Protection Branch from further civil action.
- 18. In special circumstances, a student may negotiate school/community service as a form of compensation.

III. SPORTS/GROUNDS AREAS AND SITE PLAYGROUNDS

- 1. The proposed design for a sports/grounds area and/or school site playground must be submitted to the Director of Operations for review as to appropriate construction methods and to the School Health and Safety Committee for review.
- 2. The Director of Operations, in consultation with the school Principal, will approve a location for the sports/grounds area and/or school site playground that will not impede future development to a school nor conflict with existing underground services.
- 3. The Director of Operations will periodically inspect the construction of the sports/grounds area and/or school site playground to ensure that appropriate construction and safety standards are met.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

4. The Director of Operations and the appropriate inspection authorities, will provide a final inspection and will provide those building the structure with a written confirmation either accepting the structure or indicating any modifications required to make the structure acceptable.
5. The Board may support the building of a sports/grounds area and/or school site playground with its own equipment and/or materials where such support does not disrupt maintenance work schedules.
6. The worksite must meet all Workers Compensation Board regulations and be subject to spot inspections.
7. The worksite will be subject to inspection by all applicable Inspection Authorities at any time.

IV. LASQUETI TEACHERAGE (HOUSING)

1. The Board acknowledges its responsibility to provide teacherages for teaching staff on Lasqueti Island for use when other accommodation is not available.
2. The use of teacherages shall be administered by the Secretary Treasurer.
3. When insufficient teacherage accommodation is available the Principal will have first option on space and thereafter the most senior teacher on the Island.
4. The Board shall determine an appropriate monthly rate to be charged in respect of each unit of housing accommodation.
5. Terms and Conditions
 - a. Teacherages will be available to teaching staff on an annual basis from August 1st to July 31st.
 - b. The rent shall be paid by the teacher through payroll deduction.
 - c. Teaching staff will be refunded for any monthly unused portion of the annual rent.
6. The teacher to whom the teacherage is let shall reside in the teacherage.
7. The teacher shall not sub-let the teacherage or any part thereof.
8. The teacher shall be responsible for telephone, internet and cable services.
9. The Board shall supply power, water and septic/sewer at no charge.
10. Maintenance of Board-owned appliances shall be the Board's responsibility.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

11. When vacating a teacherage, notice shall be given one month in advance, and the teacherage shall be inspected by the Operations and Maintenance Department for cleanliness and damage. The inventory of furnishings shall be checked. Any damage in excess of normal wear and tear shall be assessed and the Secretary Treasurer advised so that appropriate financial arrangements can be made with the teacher.
12. The teacher shall vacate the teacherage on termination of the teacher's teaching assignment.

References:

- [Board Policy 105: Use of School Facilities](#)

Dates of Adoption/Amendments:

Adopted: 2016.08.31
Amended: 2020.10.27: **2023.04.25**

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SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

Page 9 of 9

SCHEDULE A
HOURLY RATES FOR RENT OF FACILITY*

MONDAY TO FRIDAY

CATEGORY	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	No charge	No charge	No charge	No charge	No charge
Youth Programs	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

WEEKEND/STATUTORY HOLIDAY

CATEGORY	CUSTODIAL SERVICE	CLASSROOM	ROOM OTHER THAN CLASSROOM	SMALL GYMNASIUM	LARGE GYMNASIUM	AUDITORIUM
School Programs	4 hrs. min. (when required)	No charge	No charge	No charge	No charge	No charge
Youth Programs	4 hrs. min (when required)	\$5.00	\$10.00	\$15.00	\$20.00	\$50.00
Non Profit Organization/ Adult Recreation Groups	4 hrs. min.	\$10.00	\$20.00	\$25.00	\$35.00	\$50.00
Commercial	4 hrs. min.	\$25.00	\$45.00	\$55.00	\$75.00	\$100.00

***An application fee of \$25.00 per application will be charged to recover the administrative costs.**



PURPOSE:

To set out the structure of meetings and rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

I. RULES OF ORDER

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

II. MOTIONS

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if the presiding officer feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. (See Item 7 below.)
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.



5. All motions shall be subject to amendment except the following:
 - a. Motion that the question be now put.
 - b. Motion for adjournment of debate or adjournment of a meeting.
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.
 - d. Motion to refer to Committee.
 - e. Motion to proceed to next business.

6. **Amendment**

An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

7. **Reconsideration**

A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

III. REGULAR BOARD MEETINGS

1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.

- 2. Meetings may be done via video-conference as determined by the Board, and when done so, will be recorded and posted on the Internet for up to one year.**

2. Due to the winter and spring break periods, the regular Board meetings in December and March will be held on the second Tuesday of those two months.

3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.

4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.

5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.

6. All regular meetings of the Board shall be open to the public.



7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled. **The Board Chair may call a recess at their discretion.**
8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.
9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) Call to Order and Introductions
 - 2) Acknowledgement of Traditional Territory
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes each)
 - 6) Public Questions and Comments (related to agenda items)**
 - 7) Business arising from the minutes.
 - 8) Mount Arrowsmith Teachers' Association
 - 9) Canadian Union of Public Employees, Local 3570
 - 10) District Parents Advisory Council
 - 11) Action Items
 - 12) Information Items
 - 13) Education Committee of the Whole Report
 - 14) Finance and Operations Committee of the Whole Report
 - 15) Policy Committee of the Whole Report
 - 16) Reports from Representatives to Outside Organizations
 - 17) Trustee items
 - 18) New or Unfinished Business
 - 19) Board Correspondence and Media
 - 20) Public Question Period (*on any topic*)
 - 21) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be ~~available at the Board office by noon of the day preceding the~~ **posted on the district website on the Friday prior to the** regular Board meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.



14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.

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IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School district staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.
 - c. To consider information regarding appointment, employment, dismissal and personnel matters.
 - d. Legal opinions and or claims respecting the liability or interest of the Board.
 - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
 - f. Medical examiners or examinations and medical reports.
 - g. Matters pertaining to the safety, security or protection of Board property.
 - h. Such other matters as the Board may decide.
2. Attendees at the Board in-camera meetings will include all trustees, the Superintendent of Schools, the Secretary Treasurer, the Associate Superintendent, and, by invitation, other senior management staff in relation to specific agenda items, including operations, human resources, labour relations and legal matters.
3. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.
4. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board office by noon of the day preceding the meeting.
5. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
 1. Call to order
 2. Adoption of the Agenda
 3. Approval of the Minutes
 4. Business Arising from the Minutes
 5. Personnel Items
 6. Action Items
 7. Information Items
 8. New or Unfinished Business
 9. Trustee Items
 10. Adjournment



6. All newly elected school trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.

V. SPECIAL MEETINGS

A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. For public meetings, time for public comments and/or questions will be included. Public comments/questions must be directly related to the topics on the special meeting agenda.

1. All reasonable steps shall be taken to notify each trustee 24 hours in advance of a special meeting.
2. In the event of crisis or catastrophe within the school district, all reasonable steps shall be taken to notify each trustee immediately of a special meeting.
3. The agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.
4. **Special meetings may be held via video conference at the discretion of the Board, and at the discretion of the Board, recordings may be posted for a period of one year. Special public meetings focused on the Board's annual budget held via videoconference will typically be recorded and posted for up to one year, as will public budget presentations.**

VI. DELEGATIONS

1. Delegations wishing to appear before the Board shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at the Board Chair's discretion, will rule whether the delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the Board's decision and subsequently, confirm the Board's decision in writing to the delegation.



VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.
3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the Board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only e.g. Enrolment Report
- Routine matters such as appointments to Committees
- ~~Field trip approvals~~
- Matters which do not appear to warrant a discussion
- Information from the Ministry of Education **and Child Care** or provincial organizations
- **Status of Action Items**

VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should ~~stand and~~ identify themselves.
 - a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.



- b. Questions at Special Board Meetings must be related to the call of the meeting.
3. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
4. A question period for the press will be provided after the meeting adjourns.

IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:
 - i. Education Committee of the Whole
 - ii. Finance and Operations Committee of the Whole
 - iii. Policy Committee of the Whole
2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's standing Committees.
3. Any matters considered by a Committee of the Board which have financial implications are to be referred to Finance and Operations Committee of the Whole for comment before the originating Committee brings the matter to the Board.
4. **Board Standing Committee meetings will typically meet via videoconference, but will typically not be recorded or posted, with exceptions determined by the Board. Committee Chairs will be expected to provide committee meeting summaries at the subsequent regular meeting of the Board.**
45. Education Committee of the Whole:

Mandate: ~~To discuss and make recommendations to the Board on the general directions for education in the district, and to serve as a vehicle for regular reports to the Board on educational programs and services.~~ **To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.**

Membership: The Committee will consist of all five trustees, the Associate Superintendent, the Director of Instruction, the Superintendent of Schools, and as topics require, the Secretary Treasurer. The Associate Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.



Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Presentations will be scheduled and introduced by the Associate Superintendent, and will be of a duration that makes sense for that topic at that time, as determined by the Chair and Associate Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus among trustees, with the Chair being the final arbiter of the decision.

56. Finance and Operations Committee of the Whole:

Mandate: ~~To discuss and make recommendations to the Board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.~~ **To discuss and make recommendations to the Board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability**

Membership: The Committee will consist of all five trustees, the Secretary Treasurer, the Superintendent, the ~~general manager~~ **Director** of Operations, and as topics require, the Associate Superintendent. The Secretary Treasurer will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Secretary Treasurer, with support from the ~~general manager~~ **Director** of Operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair will then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. From time to time the Finance and Operations Committee would have to operate in camera.

This Committee will also serve as the Audit Committee of the Board. In that capacity the Committee will:

- a. Review the audited financial statements and once satisfied recommend approval by the Board of the submission to the Minister of Education **and Child Care** and publication of the audited statements;
- b. Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- c. Oversee the internal control structure with a focus on safeguarding district assets;



- d. Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- e. Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- f. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- g. Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- h. Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- i. Meet annually with the external auditor to review the financial statements;
- j. Have a separate agenda and terms of reference which reflect best practice for audit Committees.

67. Policy Committee of the Whole:

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

Membership: The Committee will consist of all five trustees, the Superintendent, the Secretary Treasurer and the Associate Superintendent. The Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity. The Committee would be supported by the Executive Assistant, Board Governance and Operations.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. How matters get to the Committee and are then processed by the Board will be in accordance with Board Policy 7: *Bylaw and Policy Development and Review.*

78. Committee Meeting Times:

The time and dates for meetings for the ensuing year will be determined by the Board Chair in consultation with the Board and executive leadership team.

X. CHIEF EXECUTIVE OFFICER

The Superintendent of Schools shall be the Chief Executive Officer of the Board and is responsible and accountable to the Board for the effective and efficient operation of the school district.



The Superintendent of Schools will be responsible for ensuring the following:

- a. Leadership and direction is provided at all levels of the school system.
- b. The Board is assisted in its short and long-term planning, and in working to achieve the Board-approved goals.
- c. The district has an efficient and effective organizational structure and management system.
- d. Processes are in place for the supervision and evaluation of the district's schools, programs and services.
- e. Decisions and policies of the Board are implemented.
- f. Resources are allocated based on Board-approved budget levels.
- g. Communications within the district and through public and community relations are effective.
- h. A synergy is built within the district that challenges all employees to contribute to the success of the school system.

XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD

- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary Treasurer, and the Associate Superintendent, shall be Chaired by the Superintendent of Schools.
- b. The Executive Committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- c. The Superintendent of Schools shall be the chief spokesperson for the Executive Committee and is responsible and accountable for the coordination and functioning of the Executive Committee.
- d. The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the Board table by the appropriate member of the Executive Committee, either directly, or in support of one of the standing Committees as it reports to the Board.
- e. Members of the Executive Committee may consult with individual trustees, or groups of trustees, or Committees of the Board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or Committees of the Board may consult, as necessary, with one or more members of the executive Committee.
- f. The Superintendent of Schools shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the Board, resolve the issue at hand. In this event the Superintendent of Schools will report each such resolution to the Board at the next opportunity.

XII. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time the 24th day of October 2023.

Read a second time the 28th day of November 2023.



Read a third and final time, passed and adopted this **27th day of February 2024.**

SECRETARY TREASURER

BOARD CHAIR

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