

Policy Committee of the Whole
Tuesday, April 20, 2020
1:00 p.m.

VIA ZOOM CALL

AGENDA

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

Acknowledgment: We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As (Nanoose) and Qualicum First Nations for sharing their territory with us.

1. Introductions of those present at the meeting
2. Report to the Policy Committee of the Whole
3. Items potentially going to First Reading (Intent and philosophy and edits)
 - 302 - Cooperation of School and Learning Communities
 - 304 - School Closure, Consolidation or Reconfiguration
4. Items potentially going to Second Reading (Line by Line content and edits)
 - 303 - Framework for enhancing student learning (HELD)
 - 502 - Field Experiences (early review)
 - 617 - Selection and Assignment of Exempt Leadership Staff
5. Items potentially going to Third Reading (Final review)
 - 301 - Living Wage
 - 503 - Animals in Schools (early review)
6. Other:
7. Future Topics
 - Sustainable Practices
 - Capital Projects: Tendering, Purchase and Disposal (combines previous remainder of former (4001, 4002, 4007))
8. Next meeting:
May 19 at 1:00 PM

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

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

**Report to Policy COW
April 20, 2020**

Superintendent will send the AP of Living Wage to the Living Wage Coalition once it has passed 3rd reading.

Framework for Enhancing Student Learning (policy and new AP) will be held pending a rewrite based on new information from the Ministry of Education.

Superintendent and Policy Committee Chair are working ahead by one month. We welcome your input ahead of our COW meetings as they can be considered in our preparation.

Remember, the Board can recommend that more than one reading occur at any point in our process.



COOPERATION OF SCHOOL AND LEARNING COMMUNITIES

Context:

The Board of Education of School District 69 encourages initiatives which support of student learning and achievement by enriching the quality of co-operation between our schools and our community. ~~Such initiatives are responsive to the Board of Education's legislated expanded mandate. [School Act s.(1),s. 81.1, s.86.]~~

POLICY Statement:

The Board commits to inclusion of all voices in their decision-making and believes that hearing and understanding differing points of view will strengthen decisions that are made by the Board.

Guiding Principles:

1. The Board of Education believes that parents, students and community volunteers play a vital role in the public education ~~of their children and in their school lives as the foundation of school/community co-operation.~~

2. The Board of Education values consultation and transparent processes with all partners in education and provides a variety of opportunities for sharing information as well as for receiving advice and recommendations from all interested parties. ~~partner groups.~~

~~The Board of Education recognizes that each of its principals and vice-principals is an integral member of the district's leadership team and as such welcomes their participation.~~

3. The Board of Education values the points of view and involvement of parents through organizations and believes the District Parent Advisory Council contributes by promoting open communication and cooperation between parents, schools, the District and the Board. The Board of Education encourages all school-based Parent Advisory Councils to participate in the District Parent Advisory Council.

4. ~~In addition,~~ The Board of Education believes that strong, organized collaboration with other ministries, community agencies, service providers, and other appropriate community organizations across the district will ensure optimal support for students and their families and will, over the long term, enhance the opportunities for success enjoyed by our for students.

Reference:

- *Administrative Procedure: Cooperation of School and Learning Communities*
- *Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VIS)*
- **School Act s.(1),s. 81.1, s.86.**

Adopted/Amended:

Adopted: 07.11.27

Amended: 15.11.24: 18.02.27: Renumbered/Reviewed 19.08.27

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

**CONTEXT:**

1. The Board of Education recognizes that fluctuating student enrollment patterns may necessitate the closure, consolidation, or reconfiguration of district schools. ~~Such a decision may be considered when an analysis indicates that school closure, consolidation, or reconfiguration is warranted from an educational, demographic or fiscal perspective.~~

2. The Board is responsible for providing the best educational situation for students while effectively managing district resources.

POLICY STATEMENT:

~~The intent of a~~ Any proposed closure, consolidation, or reconfiguration of district schools ~~is to~~ will ensure ~~that these~~ facilities are used ~~as effectively as possible in order that educational resources are focused on programs and services that~~ to support student learning.

Guiding Principles:

~~The Board of Education believes that one of its most significant responsibilities is to provide school facilities throughout the Qualicum School District that will best meet the needs of all students. As a matter of general principle, t~~ **1.** The Board believes ~~that~~ students should have the opportunity to attend a school as close to the students' homes as possible. ~~The Board of Education also recognizes that the number, location and configuration of these schools must be considered in the broad context of educational programming needs of students and Board responsibility for stewardship of available resources.~~

2. The Board recognizes the importance of maintaining adequate spaces for specialized services such as support services, exploratories and other educational purposes.

~~3.~~ The Board ~~is keenly aware that~~ **understands** schools ~~and their students~~ are an integral part of the community and that any potential closure, consolidation, or reconfiguration of schools is likely to be a matter of considerable public concern. ~~In recognition of this fact, t~~ The Board will **intensively consult with all interested parties engage in consultation with its partner groups and the broader community** as soon as a school is considered for closure, consolidation or reconfiguration.

Definitions:

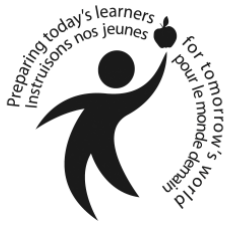
Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion shall not be deemed to be permanent.

Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- *School Act* (Sections 22, 65, 73, 85, 100)
- *School Opening and Closure Mnisterial Order* (M194/08)
- *Administrative Procedure: School Closure, Consolidation or Reconfiguration*



SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Adopted/Amended:

Adopted: 91.07.09

Amended: 91.10.08: 92.10.27: 93.11.23: 00.04.25: Board Review October 00: Board Review
March 03: 09.05.26: 10.04.27: 11.11.22: 15.10.27: Renumbered/Reviewed 19.08.27

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 1 of 2

1. If a review of district educational programming needs, enrollment projections, or budgetary considerations warrants consideration of school closure, consolidation, or reconfiguration, the Superintendent shall present to the Board an analysis of the issues including:
 - a. Enrollment projections for the district and individual schools for a planning horizon of not less than ten (10) years along with a retrospective enrollment analysis of not less than ten (10) years.
 - b. Educational program impacts (diversity, access, resources) of declining or shifting enrollment.
 - c. Capacity analysis of schools.
 - d. Current and projected school utilization rates.
 - e. School condition analysis with any costing for significant anticipated capital expenditures.
 - f. Budgetary and funding formula implications of declining or shifting enrollment.
 - g. A summary of the results of any collaborative community processes undertaken in the review phase.
 - h. Any recommendations for school closure, consolidation, or reconfiguration.
 - i. Analysis of all reasonable options to reduce expenses or increase revenues.
2. The Board will consider the analysis and recommendations of the Superintendent. The options available to the Board at this point would be:
 - a. Conclude that no action or further study is required.
 - b. Seek additional information to inform its decision-making.
 - c. State its intent to consider a motion which would result in school closure, consolidation or reconfiguration and begin the required formal process of public consultation as required by Ministerial Order 194/08.
3. If the Board intends to consider a motion which results in school closure, consolidation, or reconfiguration, the Board will give notice of its intent to do so at a public Board meeting.
4. Before any decision is made, the Board will make clear its proposed plans regarding closure, consolidation, or reconfiguration of schools and initiate a comprehensive public consultation process of no less than ninety (90) days in accordance with the School Act and Ministerial Orders.

This Required formal public consultation process will include, but is not limited to:

- a. Public information meetings.
- b. Meetings with Parent Advisory Councils at the school and district levels.
- c. Meetings with community representatives.
- d. Opportunities for interested community members or groups to provide written submissions.
- e. Public Forums.

The Board will use local media and the district website to advertise the purposes, dates and venues of the public information meetings and public forums in a timely manner which allows individuals or community groups the opportunity to participate.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Page 2 of 2

The Board will maintain a written summary of the key points raised at each meeting in the required public consultation process.

5. The Board will also carry out a concurrent consultation process with its partner groups including staff at any affected schools.
6. The Board will give due consideration to all input prior to making a final decision with respect to any school closure, consolidation, or reconfiguration.
7. This Policy will comply with Ministerial Order 194/08.
8. The final decision to close, consolidate, or reconfigure a school will be made by the adoption of a bylaw at a Public Board Meeting.

Following a Board decision to permanently close a school under the provisions of this policy, the Secretary-Treasurer will promptly notify the Minister of Education identifying the school name and address, facility number, and date of closure.

Definitions:

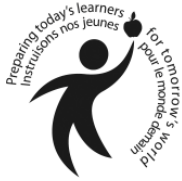
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Consolidation means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

Reconfiguration means the reorganization of the existing grade structures of schools in the district.

References:

- *School Act* (Sections 22, 65, 73, 85, 100)
- *School Opening and Closure Ministerial Order* (M194/08)
- *Board Policy 304: School Closure, Consolidation or Reconfiguration*



Context:

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

Policy Statement

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

Guiding Principles

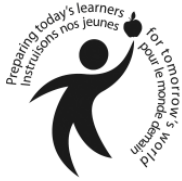
- 1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience. ~~In order to limit our carbon footprint, field experiences will be held as close to School District 69 as possible, with due consideration to the positive value of the field experience balanced with concerns related to climate impact.~~**

- 2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:**
 - a) Student safety and security for all participants including students, staff, volunteers and the District;**
 - b) Curricular relevance and the appropriateness of the activity to the students' educational program;**
 - c) Ensuring that the experiences are effective, affordable and accessible to all students; and,**
 - d) In all cases Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.**

- 3. ~~The Board assigns each Principal primary responsibility and authority to approve student field experiences, and to ensure that these experiences conform to Board policies and administrative procedures.~~**

- 4. ~~The Board assigns the Superintendent or designate responsibility and authority to establish district practices and standards for the conduct of students during field experiences and provide approval for specified trip categories.~~**

- 5. The Board retains the right to review and give approval for experiences that are out of province. (including the continental United States) and extended off-continent studies (Category 4-5).**



References

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

Adopted/Amended:

Adopted: 79.07.21

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

DRAFT



Purpose

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

1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes, **including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and** ~~of,~~
3. relevant, effective, affordable and accessible.

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

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

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

Requirements

1. **Field experience applications must shall demonstrate clear connections to curricular or core competencies and/or be supportive of cultural, linguistic, athletic or musical experiences.**
2. **Given those connections, field experiences must should be held** as close to the district as is reasonable without compromising the quality of the experience.
3. **Planning for field experiences must shall take into consideration the climate impact of the activity and any related transportation, and efforts must shall be undertaken to minimize or offset those impacts.**
4. Eligibility criteria to participate in field experiences must be established **by the educator in charge of the field experience.**
5. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.
6. The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.
7. The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences.



- Efforts to minimize costs to students/parents should be evident in all field experience planning.
8. All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.
 9. All details of proposed field experiences must be clearly communicated to students and parents.
 10. Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.
 11. School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all School District 69 (Qualicum) Board policies and administrative procedures, **including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.**
 12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
 13. **For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes except with the approval of the Principal.**

Responsibilities Parent/Guardian Responsibilities

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

Student Responsibilities

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

Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate



- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

Field Experience Supervisor Responsibilities

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

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

Field Experience (Trip) Categories

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

Category 1 - Same Day Field Experiences

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

For the purposes of this policy, local neighbourhood excursions that are based on a specific class activity/learning outcome, such as a grade 3 class going to the local park to collect leaves for an art project, or a grade 11 Physical Education class jogging in the local neighbourhood, are not considered field experiences. However, teachers must always ensure that the school Principal is aware of such neighbourhood learning activities when they are occurring and that parent consent has been granted.

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

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

Category 3 - Higher Risk Outdoor Field Experiences

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



These would typically be:

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

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

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

Category 5 - Extended Off-Continent Field Experiences

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

Applying for Category 4 Field Trips

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

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

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

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



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

Inappropriate Field Experiences

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

Inappropriate field experiences are characterized as those that may involve:

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

References

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



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Context

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

Policy Statement

The Board of Education will expect and support exemplary recruitment, selection and assignment processes for exempt (non-union) leadership positions at both the district and school levels, with those processes entrusted to the Superintendent of Schools, except in the case of Superintendent recruitment which will be the purview of the Board.

Guiding Principles

1. Other than in the case of the Superintendent of Schools, where the Board of Education is to be responsible for the recruitment and selection process, the Superintendent is to be responsible for the recruitment and selection process of exempt management staff, for both the District and school levels. The Superintendent may delegate that authority.
2. The Board believes that selection and assignment of Principals and Vice-Principals as school and system leaders is a key determinant of school and district culture and success. Beyond the initial selection and assignment, it is understood that periodic changes of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole.
3. The Board believes in the importance of balancing district-wide need for consideration of reassignment of Principals and Vice-Principals with the need for stability in a school.
4. For district exempt staff, the Board expects that individuals will be hired who have the qualifications and demonstrated successful experience necessary to ensure high quality performance and a commitment to the District.
5. While the Board is not directly responsible for recruitment, selection and assignment of exempt leadership staff, the Board expects that the Superintendent will ensure that trustees are involved in processes as appropriate, and informed of vacancies, processes and outcomes of exempt staff selection processes.
6. The Board believes in the appropriate involvement of representatives from staff, students, parents and community in the recruitment and selection of exempt staff including Principals and Vice-Principals.
7. The Board expects that, where possible, recruitment and selection of exempt staff will be through thorough processes that include provincial and local advertising of vacancies.

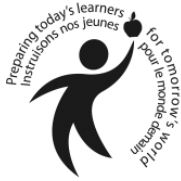
References

- *The School Regulation*
- *The School Act*

Adopted/Amended:

Adopted:

Amended:



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Purpose

These administrative procedures are designed to support Policy 617, Recruitment and Retention of Exempt Leadership Staff, including as stated in the context of the policy:

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

The procedures for selection and assignment of exempt staff will be as follows:

Selection of the Superintendent of Schools/Chief Executive Officer:

1. A committee composed of all available Board members and chaired by the Board Chairperson will meet with the Director of Human Resources to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.
2. The Board will assess the District succession plan and make a determination as to its impact on the recruitment process.
3. The Board has the right to interview a single candidate, either internally or from outside the District, if it so chooses, and may do so privately or with involvement of representatives of management and partner groups.
4. Should the Board choose to advertise the position, it will be advertised locally, provincially, and nationally using services including Make a Future.
5. The Board may choose to hire a consultant to assist in the recruitment and selection process.
6. Nothing in this administrative procedure precludes the Board from using whatever process it believes will best serve its purpose in selecting a Superintendent.

Selection of District Senior Leaders

This section applies to members of the district senior leadership team (Associate or Assistant Superintendent, Secretary Treasurer, Director of Instruction, Assistant Secretary Treasurer, Director of Human Resources and General Manager of Operations).

For the remainder of this set of procedures, it is understood that "Superintendent" means "Superintendent or designate."

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and other members of the senior leadership team.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

- ~~3. With the approval of the Board, the Superintendent may choose to interview a single candidate, either internally or from outside the District, and may do so privately or with involvement of representatives of management and partner groups.~~
- 3.** Should the Superintendent choose to advertise the position, **Vacant senior leadership positions** will **normally** be advertised locally, provincially, and nationally using services including Make a Future.
- 4.** Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of up to four candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
- 5.** Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
- 6.** The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.
- 7.** Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
- 8.** The selection panel, chaired by the Superintendent and consisting of senior staff and the Trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
- 9.** **From time to time, the Superintendent may create a short-term position and fill that position without the full process as described herein.**

Selection of Other District Exempt Staff:

1. The Superintendent will establish a suitable selection process in consultation with the Director of Human Resources and members of senior staff as appropriate.
2. The Superintendent will assess the District succession plan, and make a determination as to its impact on the recruitment process.
3. The Superintendent will ensure that a full and appropriate selection process is undertaken specific to the position being filled.
4. The Board of Education will be apprised of the selection process and invited to participate as it sees fit, then will be informed of the selection decision when it is made.



Selection of Principals and Vice-Principals

1. Each year, as part of personal and professional growth planning, Principals and Vice-Principals will discuss their current assignments and future plans with the Superintendent and, as appropriate, other members of the senior leadership team.
2. Each year, prior to February 15, each Principal and Vice-Principal will submit to the Superintendent a completed Principal and Vice-Principal Placement Preference Form (Appendix 1) indicating preferences for assignment for the following school year. Each Principal and Vice-Principal will be invited to meet with the Superintendent and members of senior staff as they see fit. It is understood that as part of career planning, Principals and Vice-Principals intending to retire at the end of the school year will make those intentions known confidentially to the Superintendent by January 31 of that year.
3. As they become known, vacancies will be considered opportunities for re-assignments of Principals or Vice-Principals. This may include, in rare cases based on experience and qualifications, assigning a Vice-Principal to a principalship or, as necessary assigning of a Principal to a vice-principalship as necessary, either of which will be in accordance with that person's contract of employment.
4. Principals and Vice-Principals will be consulted as early as possible in any consideration of their reassignment, in order to allow full consideration of options and implications. As well, where a Vice-Principal vacancy occurs, the Principal of the school may be consulted in regard to the needs of the school.
5. From time to time the Superintendent may work through a recruitment and selection process to establish a principal and/or a vice-principal pool. Where such a pool exists the Superintendent may assign someone from the relevant pool to a pending vacancy.
6. The Board will be informed of any re-assignments of Principals and Vice-Principals, including any assignments from the Principal or Vice-Principal pool.
7. After any re-assignments have been affected, vacancies will be declared which will require a selection process as described below, with the successful applicant being offered a position with the district, with initial assignment to a particular setting.
8. Principal vacancies will be advertised internally and externally. Vice-Principal vacancies will be advertised internally and, at the discretion of the Superintendent, externally.
9. Once applications are received, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop a long-list of candidates for potential interviews, then conduct short-listing reference calls and create a short-list of candidates to be interviewed. The Board may, at its discretion, assign a Trustee to participate in this process.
10. Prior to interviews being held, the Superintendent will work with the Director of Human Resources and other members of senior staff to develop the interview questions, structures and time frames.
11. The interview panel, chaired by the Superintendent, will include representation from school-based administration, CUPE 3570, MATA and DPAC, as well as other members of senior staff and one or two Trustees based on availability.



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

12. Following interviews, partner representatives will be asked for their thoughts on the candidates then be excused from the process, after which the representative of school-based administration will provide feedback then be excused.
13. The selection panel, chaired by the Superintendent and consisting of senior staff and the trustee(s), will develop a recommendation for the Superintendent using a consensus model, after which the Superintendent will decide on which candidate will be offered the position and on what terms. That information will then be shared with the Board.
14. Principal and vice-principal assignments will normally start with three-year term assignments with evaluation in the second year of the assignment in keeping with the terms of the contract of employment. The assignment will be convertible to continuing after year three at the discretion of the Superintendent.
15. From time to time, the Superintendent may create a short-term principal or vice-principal position and fill that position without the full process as described above.

Administrative Staffing Plan

The Superintendent will, each spring, present an Annual Administrative Staffing Plan to the Board of Education outlining the principal/vice-principal assignments for the upcoming school year.

DRAFT

School District 69 (Qualicum)

APPENDIX 1

PRINCIPAL & VICE-PRINCIPAL PLACEMENT PREFERENCE FORM FOR _____
(school year)

Name: _____

Position Title: _____

Present School: _____ # years: _____

Previous School and Position: _____ # years: _____

A. Request to Remain in Current Assignment:

_____ I am requesting that I remain in my present assignment for the following reason:
Y or N

B. Request for Reassignment:

_____ I am requesting consideration of reassignment as follows (include locations and reasons):
Y or N

C. Willingness to be Reassigned:

_____ While I have not requested reassignment, I would be willing to discuss options including:
Y or N

D. Retirement: If you are planning to retire in the near future it is helpful for us to know that, for our long range planning:

_____ I am considering retiring within the next year or two

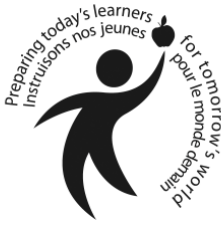
_____ I am considering retiring within the next five years

Comments (optional): _____

Return to the Superintendent by mid February (in person if a meeting is requested).

Signature: _____

Date: _____



Context:

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

Policy Statement:

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

Guiding Principles:

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

Definitions:

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



Living wage does not include:

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

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

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

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

References:

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

Adopted/Amended:

Adopted: 15.11.24

Amended:

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 301

LIVING WAGE

Page 1 of 2

Objectives:

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

Definitions **Move definitions to policy per new policy template that includes definitions**

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

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

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

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

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

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

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

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

Implementation, Compliance and Enforcement **Communication:**

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

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 301

LIVING WAGE

Page 2 of 2

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

Reference:

- *Board Policy 301: Living Wage*



Preamble Context:

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

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

Policy Statement:

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

Guiding Principles

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

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

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



Definitions

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

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

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

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

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

References:

- British Columbia Guide Dog and Service Dog Act

Adopted/Amended:

Adopted: 85.04.17 (Original Policy)

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

SCHOOL DISTRICT No. 69 (Qualicum)

DRAFT ADMINISTRATIVE PROCEDURE 5030 505

ANIMALS IN SCHOOLS AND WORKPLACES

Page 1 of 8

Application of the Policy: Educational Purposes in Schools

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

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

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

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

Application of the Policy: Therapy Dogs

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

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

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

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

Responsibilities

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

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

25. The School Principal will:

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

APPENDIX 1 - THERAPY DOGS IN SCHOOLS CONSENT FORM

Name of School: _____

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

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

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

Start Date of Activity: _____

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

Please Complete below and return to school.

ACKNOWLEDGEMENT AND CONSENT

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

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

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

Student Name (Print): _____

Signature of Parent/Guardian: _____

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

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

Date

Dear Parent / Guardian:

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

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

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

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

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

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Schools

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

Date

Dear Parent / Guardian:

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

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

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

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

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Schools



SD69 QUALICUM

NOTICE:

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

