

Policy Committee of the Whole  
Tuesday, May 19, 2020 1:00 PM  
Via Zoom

**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 shared territory with us.

### **AGENDA**

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)
  - 100 - Sustainable Practices
  - 101 - Capital Projects: Tendering, Purchase and Disposal (combines previous remainder of former (4001, 4002, 4007)
4. Items potentially going to Second Reading (Line by Line content and edits)
  - 302 - Involvement of Communities (previously titled Cooperation of School and Learning Communities)
  - 304 - School Closure, Consolidation, or Reconfiguration
5. Items potentially going to Third Reading (Final review)
  - 502 - Field Experiences (Trips)
  - 617 - Selection and Assignment of Exempt Leadership Staff
6. Other:
7. Future Topics
  - New and Repurposed Facilities (Old 4003)
  - Video Monitoring (Old 4004)
  - Any stand-alone administrative procedures related to Facilities
8. Next meeting:  
June 15 at 1:00 p.m; Qualicum Commons **(TBC)**

Report to Policy COW  
May 19, 2020

1. Note that the old policy on Capital Projects, Purchasing and Disposal, and School Bus Disposal have been combined into one policy (Projects: Tendering. Purchase and Disposal) and the administrative procedures adjusted to reflect that. This combines all projects on the Capital side to the Balance Sheet.
2. Cooperation of School and Learning Communities has some updates, particularly to the title (Involvement of Communities) and there are some changes in the administrative procedures based on previous conversations.
3. Framework for Enhancing Student Learning has been removed from the agenda and will be re-reviewed at a later date. If there are many changes, these will go through all three readings.
4. Selection and Assignment of Exempt Leadership Staff – Administrative Procedures changed to define further the superintendent’s role in placing staff in an emergency.
5. With regard to Trustee emails to develop a policy/policies and AP’s on the subject of COVID 19, I plan to spend some time this summer reviewing health and safety policies. Please send ideas and suggestions for policy and AP’s that relate to “Provincial State of Emergencies” (My working title) to me.

Thanks,  
Trustee Elaine Young



**Context:**

The Board of Education recognizes **a world-wide climate emergency is occurring**, the importance of environmental sustainability in meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The Board acknowledges that **Environmental sustainability is the** a joint responsibility of Trustees, Senior Staff, Principals/Vice Principals, teachers, students and support personnel.

**Policy Statement:**

The Board supports opportunities for the school district **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 is committed to environmental sustainability and **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.**

**Guiding Principles:**

The Board is committed to the following 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.
- d. The encouragement of students and staff to be aware of the Sustainable practices policy and associated administrative procedures.
- e. Communicating environmental sustainability initiatives, and consulting, where appropriate, with partner groups on the implementation of new initiatives.
- f. The encouragement of students and staff to be cognizant of their energy use and material consumption.
- g. The integration of environmentally sustainable considerations into the operations, **educational** and business decisions of the school district.
- h. The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

**Definitions:**

The Board of Education defines Sustainable Practices as **are** those business, **educational** and individual practices that **result in** minimize energy, waste and water consumption, resulting in utility cost savings and a smaller carbon footprint for the school district through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: Reduce, Reuse and Recycle.

**References:**

- *Administrative Procedure: Sustainable Practices*
- *Sustainable Schools Best Practices Guide, Ministry of Education*

**Dates of Adoption/Amendments:**

Adopted: 92.02.25

Amended: 94.02.22: **16.08.31**



## Requirements

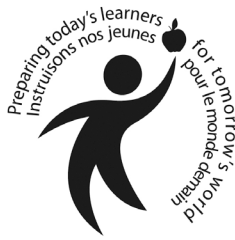
1. It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.
2. The fulfillment of this mandate is the joint responsibility of the Board of Education, Senior Staff, Principals/Vice Principals, teachers, students and support personnel. 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.**
3. The General Manager of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The General Manager 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.
5. 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 General Manager of Operations.
6. **Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board policy 502.**
7. Teachers and support staff will use a variety of curricular materials to provide the opportunity for students to participate in energy management initiatives.
8. The District shall encourage the use of an environmental theme, at every level, as a focus for integrating existing curriculum.



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

**References:**

- *Board Policy 400: Sustainable Practices*
- *Board Policy 502: Field Experiences (Trips)*
- *Sustainable Schools Best Practices Guide, Ministry of Education*



## CAPITAL PROJECTS: TENDERING, PURCHASE AND DISPOSAL

### **Context:**

The Board ~~of Education recognizes its has a~~ responsibility to carefully manage public funds and therefore requires ~~that~~ fair and transparent processes be ~~developed~~ implemented and regularly reviewed to ensure best value ~~to the Board for both tendering and disposal.~~

### **Policy Statement:**

~~It shall be the policy of t~~ The Board ~~of Education to~~ requires ~~that~~ purchases **and disposals** be made with consideration of best value, ~~which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact.~~ When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis ~~with consideration to all of the above aspects.~~

### **Guiding Principles:**

- 1. All tendering, purchase and disposal will be based on the following priority list:**
  - a) Environmental impact including local sourcing**
  - b) Best value including cost, quality, servicing, maintenance and life span**
  - c) Supply, both short and long-term**
  - d) Disposals will be based on fair market value**

### **Definitions:**

### **References:**

*Administrative Procedures: Capital Projects: Tendering, Purchase and Disposal*

### **Dates of Adoption/Amendments:**

Adopted: 16.08.31



**Purpose**

These procedures describe the means by which Board Policy 101 will be enacted.

**Authority**

1. The Secretary Treasurer or designate is authorized to approve the expenditure of funds within approved Capital Budgets for all project work.
2. The Secretary Treasurer or designate will have authority to accept and approve individual change orders to capital projects, providing that funds are available.
3. The Secretary Treasurer shall report to the Board, for information, capital expenditures which are of significance and of public import whereby the resulting expenditure has an affect of enhancement of the district's capital facilities.

**General Guidelines**

Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

Purchasing Decision Matrix				
	Determination of Supplier		Payment Process	Approver
	Quote	Tender		
< \$1,000	N	N	Purchasing Card/Expense Claim with Receipts	Local
> \$1,000	Verbal	N	Invoice	Local
> \$5,000	Written	N	Invoice	Local
> \$10,000	Written	N	Invoice	Secretary Treasurer or designate
> \$25,000	N/A	Non-Advertised	Non-Advertised Tender	Secretary Treasurer or designate
> \$50,000	N/A	Public	Public Tender	Secretary Treasurer

**Use of Requisitions (Requests for Purchase Orders)**

All supplies, services, and equipment being purchased over \$1000 must be covered by a requisition initiated by the school or district department. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order



when signed by the secretary-treasurer or designate. The only exceptions to this requirement are as follows:

- a. With prior authorization from the employee's supervisor/Principal, employees may purchase items through petty cash or purchasing card.
- b. Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a Reimbursement Requisition form with receipts attached.
- c. Gas and fuel refills.

### **Exceptional Circumstances**

The secretary-treasurer may authorize the immediate purchase of any item or service without recourse to the provisions of this procedure where:

- a. staff, student or public safety is in question;
- b. purchase will prevent damage to School District facilities;
- c. essential services will be restored; and/or,
- d. essential physical plant services will be restored.

It is not necessary to tender or go through the quotation process for purchases of used items and legal services.

### **Determination of Suppliers**

#### Purchasing Card Program

The Purchasing Card Program is not intended to avoid or bypass purchasing policies and procedures as outlined in these regulations. Instead, it is intended to provide flexibility and autonomy to the user while complementing current existing purchasing procedures and payment guidelines. Unlike personal charge cards, the P-Card Program incorporates controls over certain types of expenditures. These controls ensure that the P-Card can only be used with specific types of merchants and within specific dollar limits.

#### Quotations Process

- a. Request for quotes can take the following forms:
  - i. Written quotations from three or more sources in response to a written request. Responses may be submitted by fax or email;
  - ii. Verbal quotations given by two or more supplier representatives, usually by telephone. Such quotations are to be recorded by the requester and retained with the purchase order;
- b. All things being equal quality and suitability preference shall be given to local firms, then BC and then Canada. Local and provincial firms which have previously supplied the school district will continue to be given the opportunity to provide quotations on items similar to those which they normally supply. Should a school or department wish an exemption from requesting quotes from previous suppliers, approval must first be obtained from the secretary-treasurer.





- c. Quotations must be solicited from a minimum of three (3) suppliers, except when less than three (3) are known. If assistance is required with the names of potential suppliers, contact the School Board Office, Maintenance Department, or Learning Resources Centre as appropriate.
- d. Quotation forms may be forwarded to suppliers either direct or through the School Board Office.
- e. Copies of quotations received must be kept with the purchase documentation for later verification.
- f. The requisition must include the date of the quote and other pertinent details, such as whether or not delivery cost is included in the price. Incomplete requisitions will not be approved.
- g. If quotations are obtained from less than three suppliers, or if purchase from other than the low bidder is recommended, a memorandum of explanation must be kept with the purchase documentation.

#### Petty Cash Administration

The policy on the use of Petty Cash is as follows:

- a. Petty cash will not be used without prior approval of the principal.
- b. Petty cash will be reimbursed ONLY if submitted within thirty (30) days of the purchase.
- c. To reduce the administrative burden created by the use of petty cash, school principals will set and monitor the limit of purchase using petty cash.
- d. There will be no administration conducted by accounts staff to obtain tax rebates on petty cash purchases.
- e. Schools and departments are to submit a remittance form on a bi-weekly schedule.
- f. This policy does not apply to the purchase of equipment and technology hardware/software as these purchases should be made through the Information Technology and/or Operations and Maintenance departments.
- g. Suppliers with poor performance records should have their vendor registration revoked for periods of time. To enable this to be defensible, schools should send documented instances to the warehouseman for compilation.

#### **Tendering**

1. All projects having an estimated value in excess of \$50,000.00 that would be funded through the Capital Plan or Local Capital budget shall be subject to a full public tender and tendered as a "Stipulated Sum Contract".
2. Projects having an estimated value of up to \$50,000.00 may be handled by selective tenders from a minimum of three bidders if possible. Only bidders appropriately qualified to perform the work or provide the service should be considered. Full tender documentation would not be required in this instance.
3. All invitations to tender shall be circulated as widely as possible.
4. Invitations to tender shall be open for a minimum of fifteen working days from the date the invitations were made public.



5. All tenders shall be submitted on the documentation provided and in a sealed envelope clearly marked "Tender: Do Not Open". Tenders submitted by facsimile and received by tender closing will be accepted.
6. Tenders received shall be clearly marked with the date and time of receipt and held unopened until the official tender closing. Tenders received after the tender closing time shall be marked "Late Tender", remain unopened and returned to the bidder by the Secretary Treasurer or designate.

### **Opening of Tenders**

1. The Board shall be made aware of all tender closings.
2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and the Properties Department designated contact person.
3. The consultant shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.
4. The lowest qualified tender received, that is supported by a recommendation from the consultant shall form the contract, providing that it is within the budget approved.
5. Tenders funded from a Capital Plan must receive Ministry of Education approval.
6. To award a contract to other than the low bidder, it must first be approved by the Board and supported by a written recommendation from the Secretary Treasurer or designate, giving full justification for the recommendation.

### **Withdrawal of Tenders**

Tenders may be withdrawn personally, by written notice, fax, or email provided such notice of withdrawal is received by the appropriate member of senior management or delegate prior to the tender closing time.

### **Revisions of Tenders**

- a. A tender already delivered to School District No. 69 (Qualicum) (owner) may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.
- b. Please note in the case of faxed revisions to tender, School District No. 69 (Qualicum) assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the appropriate member of senior management or delegate prior to closing time.
- c. Alterations, qualifications or omission to the tender form may be cause for rejection.
- d. Failure to complete the tender document may result in rejection of tenders submitted.



Awarding of Tender

- a. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- b. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and School District No. 69 (Qualicum).
- c. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- d. This tender, if awarded, may be in whole or in part and School District No. 69 (Qualicum), reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- e. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

Insurance Clauses

The successful bidder must provide proof of the required insurance within five (5) business days of notice of award prior to proceeding with the work.

Indemnification

Notwithstanding the provision of coverage and insurance by the owner, the contractor will indemnify and save harmless the owner, its employees and agents, from and against any and all losses, claims, damages, actions, causes of action, costs and expenses that the owner, may sustain, incur, suffer or be put to at any time either before or after the expiration or termination of this contract, where the same or any of them are based upon, arise out of or occur, directly or indirectly by reason of any act or omission of the contractor or of any agent, employee, officer, director or subcontractor of the contractor pursuant to this contract, excepting always liability arising out of the independent negligent acts of the owner.

1. The contractor shall, without limiting its obligations or liabilities herein and at its own expense, provide and maintain the following insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the owner:
  - a. Comprehensive General Liability in an amount not less than \$2,000,000 inclusive per occurrence against bodily injury and property damage. The owner is to be added as an additional insured under this policy. Such Insurance shall include, but is not limited to:
    - .01 Products or Completed Operations Liability;
    - .02 Owner's and Contractor's Protective Liability;
    - .03 Blanket written Contractual Liability;
    - .04 Contingent Employer's Liability;
    - .05 Personal Injury Liability;
    - .06 Non-Owned Automotive Liability;
    - .07 Cross Liability;
    - .08 Employees as additional Insured's;
    - .09 Broad Form Property Damage;
    - .10 Broad Form Completed Operations;



and where such further risk exists:

- .11 Shoring, Blasting, Excavating, Underpinning, Demolition, Pile driving and Caisson Work, Work below Ground Surface, Tunneling and Grading, as applicable
  - .12 Elevator and Hoist Liability; and
  - .13 Operation of Attached Machinery.
  - b. Automobile Liability, on all owned or leased vehicles in an amount not less than \$2,000,000.
  - c. Aircraft and/or Watercraft Liability, where applicable, for all owned or non-owned craft operating or used in the performance of the work by the contractor, in an amount not less than \$5,000,000 per occurrence and including aircraft passenger hazard liability, where applicable.
  - d. Property insurance, which shall cover all property, of every description, to be used in the construction of the work, against "All Risks" of physical loss or damage, while such property is being transported to the site, and thereafter until substantial performance of the work. Such policy of insurance shall extend to protect the interest of the owner, and shall contain a waiver of subrogation against the owner.
2. All the foregoing insurance shall be primary and not require the sharing of any loss by any insurer of the owner.
  3. The contractor shall provide the owner with evidence of all required insurance prior to the commencement of the work or services. Such evidence shall be in a form acceptable to the owner. When requested by the owner, the contractor shall provide certified copies of required insurance policies.
  4. All required insurance shall be endorsed to provide the owner with thirty (30) days advance written notice of cancellation or material change.
  5. The contractor hereby waives all rights of recourse against the owner with regard to damage to the contractor's property.
  6. The contractor shall require and ensure that each subcontractor maintains liability insurance comparable to that required above.
  7. Unless specified otherwise, the duration of each insurance policy shall be from the date of commencement of the Work until the date of the final certificate for payment.

### **Bonds**

The contractor shall enclose a Bid Bond or certified cheque in the amount of ten percent (10%) of the total of the tender figure(s) in the lawful money of Canada, made payable to the owner.

### **Project Architects**

1. The Architect may be used for projects having an estimated value up to \$500,000.00, without inviting other proposals.



2. Projects having an estimated value over \$500,000.00 require that proposals be requested from at least three appropriately qualified Architects.
3. Architects to be appointed for projects valued over \$500,000.00 require approval from the Board supported by written recommendations from the Secretary Treasurer or designate.
4. Selection of the successful Architect will be based on the following criteria and reference checking by the Secretary Treasurer or designate.
  - a. Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
  - b. Comprehension and analysis of potential problems, strengths and weaknesses of the building or of the site.
  - c. Awareness of the time factors involved in school projects and one established in co-operation with the Board, a commitment to adhere to the schedule.
  - d. Creativity in design.
  - e. Previous experience in building schools and awareness of teaching techniques and methodology.
  - f. Structural, mechanical and electrical engineering capability.
  - g. Supervision of construction: frequency of visits to the job site and specialist supervision.
  - h. Any criteria unique to the project and approved by the Board.

### **Disposal of Capital Assets**

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
  - a. consider the future educational needs of the school district and the effect of the disposal of same.
  - b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
  - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.
2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.
3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education with:



- a. a copy of the authorizing bylaw; and
- b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

### **Disposal of Surplus Material**

Where equipment, vehicles or materials are considered surplus to the needs to the School District and are expected to have resale value, the Secretary Treasurer may direct these items be disposed of in any one of the following ways:

- a. Offered for sale to public bodies
- b. Sold at public auction;
- c. Sold by public or invited tender;
- d. Sold at a fixed price public sale
- e. Sold privately (Private sale shall be restricted to items which have previously been offered under a, b, c, or d above or where the potential benefits of such a process are greater than the costs of it.)

The cost of disposing of the item must not exceed the expected resale value.

Equipment, vehicles or material will not be sold to school district employees unless they are the successful bidder in a public tender process.

Where equipment or materials are considered surplus to the School District's need and do not have a resale value, the Secretary Treasurer or designate may authorize items to be disposed of according to environmentally acceptable practices including,

- a. salvaged for parts
- b. scrapped
- c. traded in for credit against purchases.

### **Disposal of Surplus School Buses**

Whenever possible, surplus school buses shall be traded to bus dealers provided the trade price is deemed to be of fair market value.

Only if a surplus school bus cannot be traded to bus dealers, any alternating flashing lamps and any stop arm fitted to the school bus must be removed and all school district identification, any School Bus lettering and the warning signs associated with the alternating flashing shall be removed prior to any surplus school bus being offered for public tender.

### **References:**

- *Board Policy 401: Capital Projects: Tendering, Purchase and Disposal*
- *School Act*



**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF 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, Union and management representatives, 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,** ~~t~~ 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.

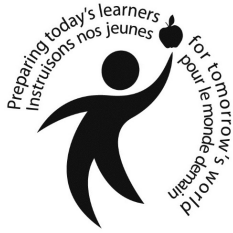
**Dates of Adoption/Ammendments:**

Adopted: 07:11:27:

Amended: 15.11.24: 18.02.27: Renumbered/Reviewed 19.08.27

**References:**

- *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.**



**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES**  
**INVOLVEMENT OF COMMUNITIES**

**Purpose**

The Board intends this policy to encourage and strengthen such school-community co-operation and believes that school-community co-operation will be most beneficial for our students and the communities where they live if the following regulations guide the creation of such partnerships:

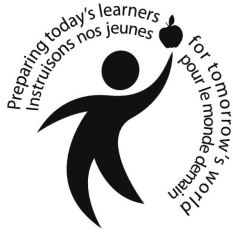
**Cooperation**

- a. School/community co-operation will be subject to the orderly governance of the Board and contribute to the sense of overall cohesion within our District.
- b. The Board will meet its legal mandate and its ethical and contractual responsibility to effectively manage school personnel, programs and properties.
- c. The Board will ensure fairness and equity among district schools in the allocation of resources and in school/community initiatives, particularly in consideration of the diversity of the smaller communities within the district.
- d. The Board confirms that all school/community co-operation must adhere to existing district policies and regulations (e.g. Rental and Use of School Facilities and Equipment, and Security).

**Board Committees and Processes**

1. The Board's Policy Advisory Committee **standing committees (Education, Finance and Operations, Policy Advisory)** will include **invited** representatives from the partner groups (CUPE 3570, MATA and DPAC) as well as representatives of district and school leadership.
2. **Agendas for Board standing committees will be posted and the public will be welcomed to attend.**
3. Throughout the process of development of the annual school district operating budget, public and partner involvement will be encouraged prior to approval by the Board.
4. Regular reports to partners and the public on the status of the current year's operating budget will be provided at regular public board meetings on a schedule determined by the Board.
5. Presentations, reports and recommendations from partners, committees and others on matters of interest and concern to the Board will be received at public Board Meetings.
6. The Board may hold public information evenings, and may involve partner representatives in the planning of such events.





**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES**

**7. The Board will welcome and consider student input through the work of Superintendent's district student leadership team.**

8. It shall be recognized that all final decisions rest with the Board.

**Volunteers in Schools:**

The Board of Education expects its schools to be safe, secure environments for students. Therefore, the use of volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

**1. Role of Volunteers**

A volunteer:

- a. May provide services at or for a school, provided it does not result in the displacement of an employee, subject to these regulations and to the *School Act* and Regulations.
- b. Can complement the skills and expertise of staff so as to enrich learning experiences for students.
- c. Will perform tasks only under the supervision and/or guidance of employees.
- d. Must not be assigned tasks that would violate the privacy of students or the students' families, and will not be provided access to student records.

**2. Recruitment, Selection and Training of Volunteers**

Recruitment, selection, assignment and training of volunteers are done at the school level. The Principal or Principal's designate shall be responsible for:

- a. Screening and selection of volunteers.
- b. Ensuring that all volunteers having unsupervised access to children authorize the local RCMP office to conduct a Police Information Check with Vulnerable Sector Screening (PIC-VS). The result of this Police Information Check with Vulnerable Sector Screening (PIC-VS) must be satisfactory to the Board. (*See Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)*)
- c. Orientation and training of volunteers.
- d. Decisions regarding the continuation or discontinuation of a volunteer's services or a volunteer-based program (it must be recognized that some applicants may not be suitable for volunteer work in a school setting).
- e. Overall supervision of volunteers.

**3. Assistance for Volunteers**

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:



**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

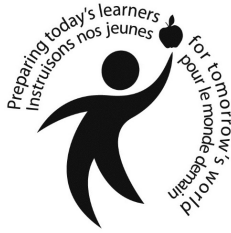
**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES**

- i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
  - ii. Processes of signing in by volunteers.
  - iii. Staff responsibilities with respect to volunteers.
  - iv. Review of school confidentiality requirements for volunteers.
  - v. Emergency procedures, including emergency evacuation, accident procedures.
  - vi. School Code of Conduct.
  - vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern, and providing that permission has been given for the release of the information.
- b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct
  - c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
  - d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow Board Policy **605**: *Resolution of Complaints*.
4. **Conduct of Volunteers**
- Volunteers are required to:
- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
  - b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
  - c. ~~Comply with the requirements of Board Policy No. 4085 – *Smoke Free Environment*, when volunteering with students.~~
  - d. ~~Comply with the requirements of Board Policy No. 5020 – *Co-curricular or Extra-curricular Activities*.~~ **Field Experiences - Trips**
  - e. Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
  - f. Direct questions and concerns either to the employee with whom the volunteer is working or to the Principal.

**Parent Advisory Councils:**

**The Board supports the involvement of parents through school Parent Advisory Councils (PACs) and the District Parent Advisory Council (DPAC), all in keeping with the School Act and Regulations.**

1. Only one Parent Advisory Council per school will be recognized.



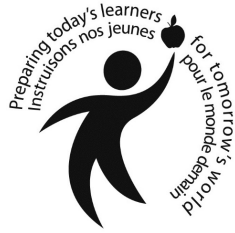
**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES**  
**INVOLVEMENT OF COMMUNITIES**

2. Each Parent Advisory Council shall apply to the Board for recognition.
3. Each Parent Advisory Council shall work in consultation with the Principal of that school.
4. ~~The Board shall receive a copy of each Parent Advisory Council's constitution and bylaws.~~
5. Parent Advisory Councils shall follow School District Incident and Claim reporting procedures.

**District Parent Advisory Council:**

1. The District Parent Advisory Council is established by the Board and functions as outlined in the *School Act* Sec 8.4 and 8.5.
2. The District Parent Advisory Council shall function under its required set of bylaws which are to be filed with the Board; and shall, in its operation, be subject to the *School Act* and Policies of the Board.
3. Each school Parent Advisory Council may elect annually one of its representatives on the District Parent Advisory Council for a term of not more than one year.
4. The District Parent Advisory Council will convene monthly, with the Superintendent of Schools or designate, on dates that do not conflict with Board meetings. The Superintendent or designate **and/or** Trustee of the School District may attend in a non-voting capacity.
5. The District Parent Advisory Council shall work in consultation with the Superintendent of Schools or designate and will have access to information regarding District and school programs, policies, procedures and operations.
6. The Superintendent of Schools will assist the District Parent Advisory Council by providing meeting facilities and facilitating the use of district communication systems.
7. The Board will provide an opportunity on the Regular Board Meeting Agenda for the District Parent Advisory Council Chairperson or designate to report to the Board.
8. The District Parent Advisory Council may:
  - a. Advise the Board on any matter relating to education in the school district.
  - b. Provide a communication link between the Board, parents and the community.
  - c. Serve as an advocate for parents and students.



**BOARD POLICY 302 - ADMINISTRATIVE PROCEDURES**

**COOPERATION OF SCHOOL AND LEARNING COMMUNITIES  
INVOLVEMENT OF COMMUNITIES**

- d. Identify and bring to the attention of the Board issues and concerns affecting students, parents and schools in the district, with the exception of personnel matters and personal and confidential information about students, parents teachers and other employees or members of the school community.

**References:**

- *302: Cooperation of School and Learning Communities*
- *Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)*

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## 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:**

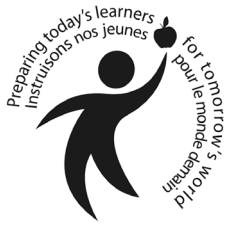
*Permanent School Closure* means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion 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



**BOARD POLICY 916 ADMINISTRATIVE PROCEDURES**

**SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION  
FIELD EXPERIENCES (TRIPS)**

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.



**BOARD POLICY 304 ADMINISTRATIVE PROCEDURES**

**SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION  
FIELD EXPERIENCES (TRIPS)**

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:**

*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.

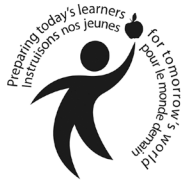
*Consolidation* means the bringing together of two or more existing schools at a single site with the intent of closing or repurposing some or all of the remaining buildings.

*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)
- *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**

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## 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** ~~or~~.
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**

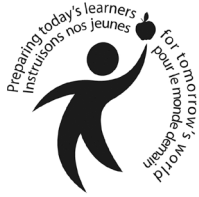
- *The School Regulation*
- *The School Act*

**Adopted/Amended:**

Adopted:

Amended:





## 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:

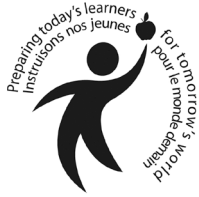
1. A committee composed of all available Board members and chaired by the Board Chairperson will meet with the Director of Human Resources to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.
2. The Board will assess the District succession 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.

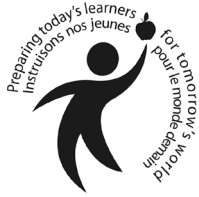


SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

- ~~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, **normally of less than six months duration**, 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.



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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, **normally of less than six month's duration**, 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.

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: \_\_\_\_\_