



## POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, JANUARY 18, 2021

1:00 P.M.

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 and Qualicum Bands for sharing their territory with us.

1. Introductions of those present at the meeting:
2. Business arising from discussions
  - 502 Field Experiences – Changes to AP (Superintendent Elder)
  - 509 Educational Changes Due to Emergencies (Trustee Young)
  - Administrative Procedure – Physical and Health Education Curriculum Provisions for Alternate Delivery of Instruction - *defer and place in the safe schools discussion* (Trustee Young)
3. Items potentially going to First Reading (Intent and philosophy and edits)
  - NEW 107 Use of Education Property for Child Care
  - 500 Communicating Student Learning and Student Placement (*merging of 5004 and 5010*)
  - 504 Copyright (*previously AP Only*)
  - 505 Fundraising in Schools (*previously AP Only*)
  - 506 Conduct of Coaches (*previously numbered 5015*)
4. Items potentially going to Second Reading (Line by Line content and edits)
  - 602 Exempt Staff Supplemental Employment Benefits
5. Items potentially going to Third Reading (Final review)
  - 606 Respectful Workplace
  - 106 Financial Reporting and Operating Surpluses
  - 108 School Generated Funds
6. Future Topics – February Meeting
  - Internet Access and Network Citizenship
  - Copyright (Formerly AP only)
7. Next meeting:
  - **Tuesday**, February 16, 2021 at 1:00 PM



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

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

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

These would typically be:

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

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

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days. These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Off-continent travel is to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.

### **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.



**NOTE: Whether at approval in principle or final approval, if a travel advisory pertinent to the trip is in place at the time of approval, the trip will be cancelled if a travel advisory remains in place at the scheduled travel time. Similarly, if a travel advisory is not in place at approval in principle or final approval, and a travel advisory pertinent to the trip arises prior to departure or during the trip, the trip will be cancelled. Should a cancellation occur the participants will bear all financial risk related to non-refundable expenses incurred. In all cases where travel advisories are or become pertinent to the trip the overriding considerations will be health and safety of participants.**

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

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

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

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

#### **Inappropriate Field Experiences**

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

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury;
- b. Absence of necessary supervision ratios, equipment, instruction and supervisors/instructors experience and training;
- c. Age or developmentally inappropriate for activities for students, individually or as a group;
- d. Inordinate expense or excessive absence from school;
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory; and,
- f. Non-compliance with the policies and procedures of the Board.

#### **References**

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

EDUCATIONAL CHANGE DUE TO EMERGENCIES



**Context:**

Increasing globalization, climate change or other factors such as natural disasters, pandemics or epidemics may from time to time require emergency changes to how education is delivered. An example of this is the world-wide pandemic caused by COVID 19 which occurred in 2020. The Board will need to deal with those situations with as much forethought as possible.

**Policy Statement:**

1. In responding to educational changes related to any emergency, the Board will use an evidence-based approach that follows the advice or direction of experts and is responsive to requirements established by government or emergency response authorities.
2. The Board's priority in such an emergency, whether short term or of extended duration, is to ensure the health and safety of learners and employees.

**Guidelines:**

1. The Board is committed to ensuring clear, calm and honest communication in as much detail and in as timely a way as possible.
2. The Board will ensure all activities and interactions are as kind, calm and considerate as possible.
3. The Board will focus on continuity of authentic education as much as possible.
4. The Board will give high priority to equity and support for vulnerable learners.
5. Agile decision-making may be required, therefore all members of management and the Board will be ready for timely and effective decision-making.
6. The Board will act together and in a supportive way throughout the emergency.
7. Where there are challenges related to language in collective agreements the Board is committed to thorough consultation with union representatives.

**Definitions:**

1. World-wide, federal and provincial emergencies are those announced by United Nations bodies, such as the World Health Organization, and the federal and provincial governments. This policy is limited to said emergencies that cause disruption to the normal provision of education.
2. Experts are those sources, who are most likely to understand and have full knowledge of the emergency situation, for example in the case of a health emergency the World Health Organization, the Public Health Agency of Canada, the Provincial Health Officer and the regional Medical Health Officer.
3. Emergency response authorities from whom direction will be taken in the event of an emergency include Emergency Management BC and local or regional police, fire and emergency response agencies.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 509

## EDUCATIONAL CHANGE DUE TO EMERGENCIES

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#### References:

- Administrative Procedures to Board Policy 509: Educational Change Due to Emergencies
- BC Government (2020) [Next Steps to Move B.C. Through the Pandemic.](#)
- BC Government [PreparedBC Guides & Resources](#)

#### Dates of Adoption/Amendments:

Adopted: 2020.11.24

Amended:



### **Purpose**

Once an emergency situation that will have impact on the educational operations of School District 69 is declared, a planning and coordination task force will be established with membership from senior management, the Board and other staff as deemed important to effectively respond to the situation and ensure health, safety and the continuation of educational services.

This planning and coordination task force will meet as frequently as necessary to establish:

- a. Emergency control procedures and protocols
- b. Education of and communication with staff/student/families
- c. Effective maintenance of core operations and facilities
- d. Continuity of authentic student learning
- e. Communication planning, including possible reporting of elevated absenteeism
- f. Consultation with unions in relation to any employment related challenges
- g. Other emerging topics related to the emergency situation

### **1. Role of the School Trustees:**

- a. To stay fully informed of the progress of the emergency, and to be informed as to the full impact of the emergency on all aspects of the District.
- b. To make any decisions regarding legal, policy and labour relations matters.
- c. To make decisions with regard to non-voluntary placements of employees.
- d. To maintain all practices of good governance during the emergency.

### **2. Role of the Board Chair:**

- a. To liaise regularly with the BCSTA and with other Boards Chairs to understand how Boards are coping with the emergency.
- b. To liaise regularly with the Superintendent of Schools (or designate) to support and assist in scenario planning, agenda setting, planning of special public or in camera meetings and other similar governance duties.
- c. To chair meetings of the planning and coordination team.
- d. To work with the Superintendent (or designate) to speak for the Board of Education and for School District 69.
- e. To update and ensure that School Trustees are well informed.

### **3. Role of Superintendent of Schools (or designate)**

- a. To serve as the planning and coordination team's leader.
- b. To ensure that decisions made by the planning and coordination team are carried out or to report why this did not happen.
- c. To direct school closures or changes as per directives of the Ministry of Education and/or other experts.
- d. To lead in the planning related to altered school operation including suspension of instruction and provision of services to limited numbers of students.
- e. To serve with the Board Chair, as the key spokesperson for school and district related issues.
- f. To provide ongoing clear, calm and honest communication to representatives of union locals, employee groups, DPAC and others.



BOARD POLICY 509 – ADMINISTRATIVE PROCEDURES

EDUCATIONAL CHANGES DUE TO EMERGENCIES

- g. To provide evaluation and debrief meeting(s) after the emergency situation has passed.

**4. Role of the Associate Superintendent and Director of Instruction:**

- a. To develop and maintain education plans for implementation as a result of the emergency.
- b. To provide clear, calm and honest responses to learners, staff and parents.
- c. To ensure that vulnerable learners and their families are appropriately and equitably supported.
- d. To assign staff as required while maintaining all employment contracts.
- e. To support schools in planning during times of altered operations including in support of students moving toward graduation.
- f. To support school principals and supervisors in the implementation of the emergency plan.
- g. To liaise with community and provincial agencies.

**5. Role of Principals and Supervisors:**

- a. To educate all staff and students about control measures.
- b. To ensure that all decisions of the planning and coordination team are implemented at the school or site level.
- c. To advise parents, students and staff of the protocols and procedures needed to mitigate the emergency.
- d. To fully discuss emergency plans and protocols at safety committee and other staff meetings.
- e. To ensure that parents/guardians have provided up to date contact information to the school.
- f. To advise PAC and parents about district plans for the emergency, including website communications and personal preparedness.
- g. To stay in regular communication with District and local public officials.
- h. To report to the School Public Health Nurse and to the Director of Instruction if absenteeism is over 10% of the school/site population.

**6. Role of General Manager of Operations and Maintenance:**

- a. To develop a transportation plan for students.
- b. To provide general oversight of all operational areas as it relates to the emergency response plan.
- c. To ensure Operations and Maintenance staff are fully trained in the emergency safety requirements.
- d. To ensure Operations and Maintenance staff has necessary equipment and supplies to prevent an emergency.
- e. To audit all Operations and Maintenance controls.
- f. To provide continuation of core building functions.
- g. To continue communication with District Health and Safety Committee.

**7. Role of Information Technology Principal or Manager**

- a. To develop and maintain electronic communication.



**8. Role of the Secretary Treasurer**

- a. To develop and implement key financial functions.
- b. To provide support to the Board in matters of governance and operations.
- c. To track changes in expenditures because of the emergency.

**9. Role of Director of Human Resources**

- a. To coordinate employment arrangements for all teachers, support staff and administrators including in relation to leaves or absences related to the emergency.
- b. To assist departments with the development and implementation of cross training strategies.
- c. To develop and implement specific employee work practices for use during the emergency.
- d. To work with unions to consult and react consistently with decisions of the planning and coordination team.

**References:**

- Administrative Procedures to Board Policy 509: Educational Change Due to Emergencies
- BC Government (2020) Next Steps to Move B.C. Through the Pandemic.
- BC Government Prepared **BC Guides & Resources**

**Dates of Adoption/Amendments:**

Adopted: 2020.11.24

Amended:



# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE 5103

### PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

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#### **Purpose**

The Board of Education recognizes the parent's role as primary educators in the development of their children's attitudes and values.

The Board accepts that the Physical and Health Education (PHE) curriculum includes certain topics related to reproductive and sexual health that some students and the student's parents/guardians may consider sensitive and feel more comfortable addressing through means other than instruction by a teacher in a classroom setting.

The purpose of this administrative procedure is to explain how students and the student's parents/guardians may, in consultation with the student's school, arrange for alternative delivery of instruction related to Physical and Health Education curriculum content relating to reproductive and sexual health.

In such instances, students, with the student's parents' or guardians' consent, may arrange, on an annual basis to address topics related to reproduction and sexual health by an alternative means. This alternate approach must be arranged in consultation with the school and be agreed upon by the student, parents/guardians, and the school.

This administrative procedure does not allow students to "opt-out" of learning about these topics. It is expected that students will, in consultation with the school, demonstrate understanding of the identified learning outcomes that the student's parents/guardians have arranged to address by alternate means.

This alternate delivery provision does not apply to any other learning outcomes in the Physical and Health Education curriculum, nor does it apply to any other British Columbia provincial curriculum.

At the beginning of each school year, or the beginning of a PHE course, the teacher will provide parents/guardians a list of the content students will be expected to know in the health component so that parents can determine which topic(s), if any, they wish to have addressed either by an alternate approach in the classroom or by assuming responsibility for providing the alternate learning activities relating to these topic(s) outside of the classroom.

It is expected that parents who arrange for alternate delivery will address the identified curricular content with their children. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a. The parent and students will discuss the identified curricular content with the classroom teacher in order to determine whether an alternate approach may be used in the classroom.
- b. A request to the principal or designate may be made for the student to complete human reproduction and sexual health curriculum content outside regular classroom instruction under the guidance and support of the parents/guardians if accommodation is deemed to be inappropriate during the classroom period. An ***Alternate Delivery of PHE***

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE 5103

#### PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

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*Curriculum* form will be completed by the parents in consultation with the Principal or designate.

- c. The parents will then assume responsibility for completion of the reproductive and sexual health curricular content outside of regular classroom instruction and provide verification that the student has demonstrated the student's understanding of the curricular content that they assumed responsibility for by completing **Verification Section** of the **Alternate Delivery of PHE Curriculum** form and returning a completed copy to the Principal or designate prior to the end of the school year in order to ensure that final credit may be granted for this course.

#### Provincial SOGI Policy, Initiative and Resources

As of December 31, 2016, all B.C. school districts and independent schools are required to include specific references to sexual orientation and gender identity (SOGI) in the district's anti-bullying policies.

This requirement followed the July 2016 addition of gender identity and expression as a prohibited ground of discrimination under the B.C. Human Rights Code (sexual orientation was already protected).

SOGI is an inclusive term that represents all individuals regardless of sexual orientation or gender identity. It includes lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Approximately 20% of B.C. high school students identify as gay, lesbian, bisexual or not exclusively heterosexual.

Provincially-set curriculum includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination. Teachers and schools have been given the opportunity to explore the B.C. Human Rights Code within those themes including, but not necessarily limited to, sexual orientation and gender identity. Topics related to gender and self-identity are included in the curriculum to broaden student knowledge and to help students understand and respect diversity.

SOGI 1 2 3 is a resource that has been made available to schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with redesigned provincial curriculum.

The SOGI 1 2 3 resource was developed by the ARC Foundation in collaboration with the B.C. Ministry of Education, B.C. Teachers' Federation, The University of British Columbia's Faculty of Education, and Out in Schools.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE 5103

#### PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

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The SOGI initiative is designed to support understanding and inclusion. To that end, SD69 – Qualicum supports its teachers in the teachers' efforts to:

- Use gender-free phrasing
- Use language that is inclusive of all families
- Use respectful language for talking about sexual orientation and gender identity
- Create safe and welcoming environments for all students, staff, parents, and community members where questions can be asked openly and people are accepted for who they are
- Make it easier for students to learn and talk about SOGI issues in age-appropriate ways
- Speak-up when less-than-inclusive comments are being made

This administrative procedure is to be reviewed annually with professional staff and parents.

#### **References:**

- *Physical and Health Education Curriculum K-9 (2016) BC Ministry of Education*
- *Ministerial Order M307/16: Sec. 2(e) Required Areas of Study in an Educational Program*

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX I

REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF  
PHYSICAL AND HEALTH EDUCATION CURRICULUM

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

- I am interested in seeking an alternate means of delivery for topics related to reproductive and sexual health identified in the Physical and Health Education (PHE) curriculum
- I have met with the classroom teacher to discuss alternate means of addressing these topics within the classroom setting and we were not able to identify a mutually agreed upon approach

Curriculum topics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- I am requesting that I/we be given responsibility for providing learning activities related to these topics and to have my child demonstrate the required understandings.

Name(s) of Parent(s)/Guardian(s): \_\_\_\_\_  
\_\_\_\_\_

Signature(s) of Parent(s)/Guardian(s): \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX I

REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF  
PHYSICAL AND HEALTH EDUCATION CURRICULUM

Plan for alternate delivery of PHE reproductive and sexual health learning outcomes:

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Means of demonstrating student knowledge and understanding:

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**Plan Approval**

Principal Name: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Plan Completion:**

Please submit to the Principal the required verification of student knowledge and understanding as outlined in PHE curriculum for areas identified in this plan.

**Assigning of Credit for PHE:**

The student has demonstrated the required knowledge and understanding for the areas identified for an alternate means of delivery.

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The Principal is to notify the classroom teacher of the successful completion of the plan or the failure to do so.

# SCHOOL DISTRICT No. 69 (QUALICUM)

## APPENDIX II

### K-7 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

#### **Kindergarten**

Knowing about our bodies and making healthy choices helps us look after ourselves.

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

#### **Grade 1**

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

#### **Grade 2**

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

#### **Grade 3**

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

#### **Grade 4**

- Communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

#### **Grade 5**

- Practices to promote health and well-being, including those that prevent communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

#### **Grade 6**

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences on individual identify, including sexual identify, gender, values and beliefs

#### **Grade 7**

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences of physical, emotional, and social changes on identities and relationships

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

**APPENDIX III**

**GRADES 8-10 ALTERNATE DELIVERY OF INSTRUCTION OF  
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

**Grade 8**

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines

**Grade 9**

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

**Grade 10**

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings



USE OF EDUCATION PROPERTY FOR CHILD CARE

**Context:**

Consistent with *Ministerial Order M326* (August 31, 2020), and the provisions of *The Educational Statutes Act, 2020*, the Board of Education has identified the need for quality, affordable, childcare that is accessible, where possible, to school sites. This policy should be read in conjunction with Policy and Administrative Procedures 105 - *Use of School Facilities*.

**Policy Statements:**

1. The Board recognizes the need for quality, affordable and accessible before and after school childcare close to or on all school sites.
2. The Board promotes the provision of quality, affordable and accessible child care between the hours of 7 A.M. and 6 P.M. on business days by either the Board or third party licensees.
3. Use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

**Guiding Principles:**

1. The Board will regularly assess the community need for child care programs on their property through a process of engagement with all interested parties including board employee groups, DPAC and PACs, Indigenous community leaders, members of the early learning table (OBLT), and interested others.
2. All child care programs will be provided at a fee that reflects only the direct and indirect costs to the district.
3. Special consideration will be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs will require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.

**Definitions:**

1. In this policy, the terms "board property," "business day," "child care program," "educational activities," and "licensee" have meanings given to those terms in the School Act.
2. "Direct and Indirect Costs" include:
  - a. Utilities
  - b. Maintenance and repair
  - c. Allowance for custodial and other school district related expenses including any time spent by district employees relating to the use of facilities by licensed child care providers.

**References:**

- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- Education Statutes Amendment Act, 2020
- Ministerial Order M326 (August 31, 2020)

**Adopted/Amended:**

Adopted:





### Purpose

These administrative procedures are intended to provide the procedural framework for Board Policy 109: Use of Education Property for Child Care. In School District 69 any child care services provided on school district property is most often provided by third party providers and community partners.

### Procedures:

1. Senior staff will ensure that assessments of community needs for child care are done at least annually in relation to each elementary school in the district in collaboration with board employee groups, DPAC and PACs, Indigenous community leaders, members of the early learning table (OBLT), and interested others.
2. Those periodic assessments will consider the current provision of child care services before and after school, whether by third-party child-care providers or by the district, relative to the need of the parents in that school community.
3. As possible, senior staff will consider within those assessments the capacity of the district to work with third-party providers for child care services to pre-school aged children, including full-day services where demand, facility and availability of operators allows.
4. If child care programs are to be provided on board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
5. Child care programs, if operated by the board, will be operated for a fee no greater than the direct costs the board incurs in providing the child care program.
6. Fees for the use of board property by licensees other than the board will not exceed the direct and indirect costs the board incurs in making board property available for the child care program.
7. If child care programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
8. In selecting licensees other than the board to operate a child care program, the board will give special consideration to the candidates' proposals to:
  - (a) provide inclusive child care; and
  - (b) foster Indigenous reconciliation in child care.
9. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:
  - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
  - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.
10. Any contract with a licensee other than the board, to provide a child care program on board property must be in writing and subject to review no less than every five (5) years. The contract must contain:



BOARD POLICY 107 – ADMINISTRATIVE PROCEDURES

USE OF EDUCATION PROPERTY FOR CHILD CARE

- a. a description of the direct and indirect costs for which the licensee is responsible;
  - b. an agreement by the licensee to comply with this policy and all other applicable policies;
  - c. a provision describing how the agreement can be terminated by the board or the licensee;
  - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
  - e. a statement that the agreement can only be amended in writing, signed by the board and the licensee;
  - f. a requirement for the licensee to maintain appropriate standards of performance; and
  - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
11. Prior to entering into or renewing a contract with a licensee other than the board to provide a child care program on board property, the board will consider:
- a. whether it is preferable for the board to become a licensee and operate a child care program directly;
  - b. the availability of school district staff to provide before and after school care;
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

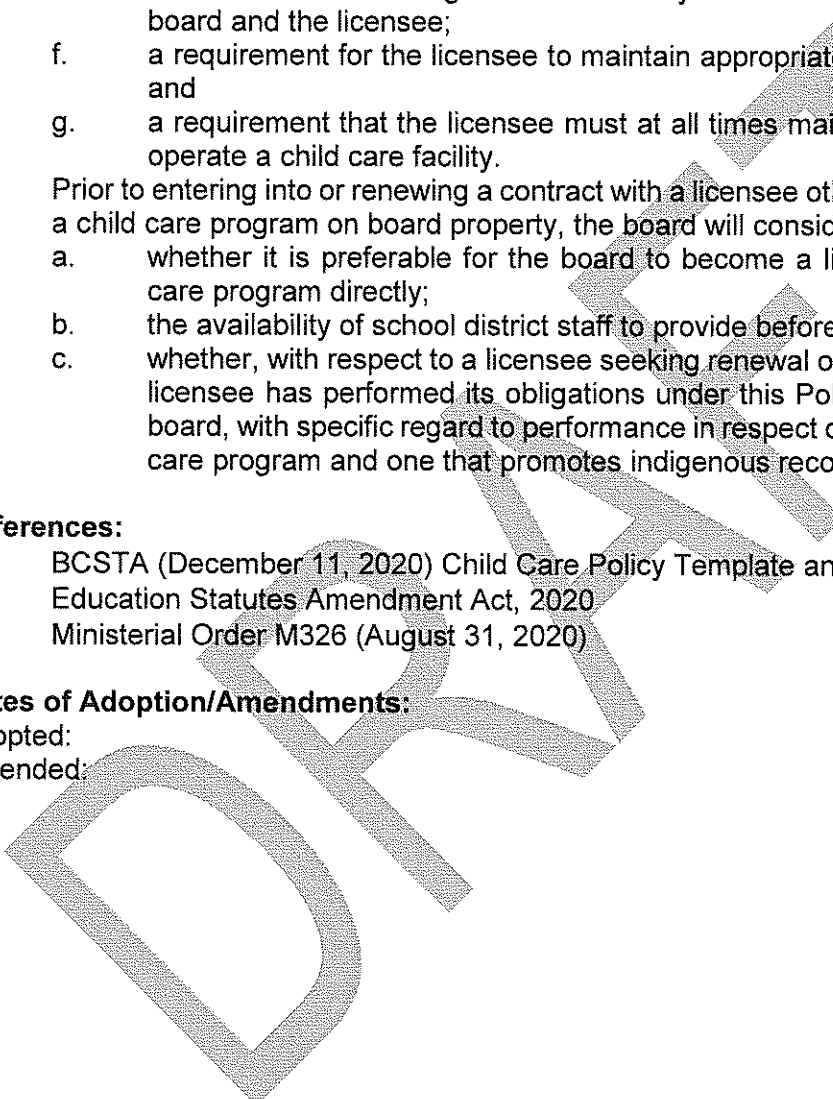
**References:**

- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- Education Statutes Amendment Act, 2020
- Ministerial Order M326 (August 31, 2020)

**Dates of Adoption/Amendments:**

Adopted:

Amended:





COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 1

**Context:**

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

**Policy Statement:**

The Board of Education, through their educators, will have effective communication between home and school **with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy.** Placement of any student by grade, course or program will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

**Guiding Principles:**

The Board of Education believes that:

1. Parents **should be meaningfully** involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. **Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.**
3. Students and parents **should be** provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. **Information shared with parents** should be descriptive **and** strength based, **and should** include suggestions about ways to support further learning.
5. **Students should be encouraged** to work toward their goals, build student ownership, and **have a central** role in the communication process.
6. **Students should be able** to use this information to make necessary revisions to their work and set new learning goals

**References:**

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement

**Dates of Adoption/Amendments:**

Adopted: 84.07.04

Amended: 87.11.25: 88.09.28: 94.04.26: 17.01.24: 17.06.27



BOARD POLICY 500 – ADMINISTRATIVE PROCEDURES  
(merging of 5004 and 5010)  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

### Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

### Key Terms

**Assessment** is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

**Formative Assessments** are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

**Summative Assessments** take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

**Evaluation** is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

**Reporting** student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

### Communicating Student Learning

1. **Communicating student learning will be done in a way that ensures that:**
  - a. **Parents are well informed, etc. (see list in current policy)**
2. **Information provide to parents will:**
  - a. **Be descriptive, etc. (see list in current policy)**
3. **Communicating student learning will occur in a variety of ways including:**
  - a. **Parent conferences**
  - b. **Student-led and three-way conferences**
  - c. **Electronic or paper-based portfolios**
  - d. **Reporting/communication applications**
  - e. **Written interim reports**
  - f. **Web-based resources**
  - g. **Phone calls, emails or texts**
  - h. **Samples and demonstrations of student work, videos or written summaries**
  - i. **Formal “points of progress” reports**
  - j. **Formal report cards**



## Methods of Communicating Student Learning

Communicating student learning to parents will continue to be a strategic focus for the District. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- Parent conferences
- Student-led conversations
- Electronic or paper-based student portfolios
- Class websites
- Phone calls, emails or texts
- Newsletters
- Student agendas

The District will continue to support use of two technology-based tools to assist teachers in carrying-out this work:

- **FreshGrade** and **Scholantis** - professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these tools throughout the year.

Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.

There will be two opportunities for conferencing, the first in October/November and the second in March/April.

Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.

It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

## Reporting/Informing

We will take the following approaches to reporting at the elementary and secondary levels:

### Elementary

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.



BOARD POLICY 500 – ADMINISTRATIVE PROCEDURES  
(merging of 5004 and 5010)  
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate these elementary progress reports will continue to be SSDAS.

For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

### Secondary

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate Secondary report cards will be MyEdBC.

Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.

K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.

Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.

Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.

### References:

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order



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

**BOARD POLICY 500 – ADMINISTRATIVE PROCEDURES**  
*(merging of 5004 and 5010)*  
**COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**

Page 4 of 4

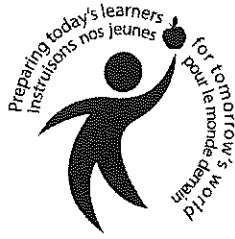
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: Communicating Student Learning and Student Placement

**Dates of Adoption/Amendments:**

Adopted: 84.07.04

Amended: 87.11.25: 88.09.28: 94.04.26: 17.01.24: 17.06.27

**DRAFT**



(Previously AP Only)

### Context

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

### Policy Statement

The Board of Education will ensure that all staff are supported in abiding by all copyright provisions and protocols.

### Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.

### References

- The Copyright Act
- Administrative Procedures to Board Policy 504: Copyright

### Adopted/Amended

Adopted:

DRAFT





**Purpose:**

For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.

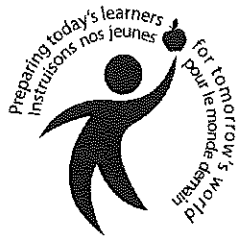
1. The Board designates a District Resource Centre staff member to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
  - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
  - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
  - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.

**References:**

- Copyright Act
- Board Policy 504: Copyright

**Dates of Adoption/Amendments:**

- Adopted: 90.06.13
- Amended: 91.11.12; 01.10.23; 17.01.24



### Context

The Board of Education understands that schools often require additional funds that are not provided by the Board or the Ministry of Education and, further, the Board recognizes the educational and humanitarian values of fundraising in and by schools and their Parent Advisory Councils (PACs).

### Policy Statement

The Board of Education supports fundraising by the school or Parent Advisory Council when it is to provide a benefit to children or the community and the program or service is not affordable within regular school or district budgets.

### Guiding Principles

The Board believes that:

1. Fundraising by the school or PAC should primarily occur when the funds are needed for the benefit of students and the funds are not available through district or school public funds.
2. The focus of fundraising, when it is necessary, should be the well-being of students and the school as a whole.
3. Fundraising, whether by the school or the PAC, may also be appropriate when it provides a service or a product in the community that the school might not otherwise be able to afford.

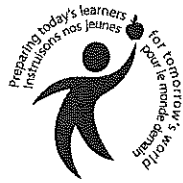
### References

- Administrative Procedures to Board Policy 505: Fundraising in Schools

### Dates of Adoption/Amendments:

Adopted:

Amended:



### Purpose

When a school-based fundraising initiative is proposed for a school or program, the principal or person responsible must ensure the following:

1. Any school club, group or organization, including PACs, must request and receive permission from the principal to engage in a fund-raising activity.
2. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices, and recorded in school accounts that are under the control of the principal.
3. All funds raised by Parent Advisory Committees shall remain the responsibility of PACs until donated to the school, at which time the funds shall be recorded in school accounts that are under the control of the principal.
4. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum.
5. Principals will advise parents as to the purposes of all fund-raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.

### References

- Board Policy 505: Fundraising in Schools

### Dates of Adoption/Amendments

Adopted: 1980.03.19:

Amended: 1981.02.18: 1982.06.22: 1984.06.20: 1989.02.22: 1989.05.24 1991.09.10:  
2000.11.28: 2005.02.22: **2017.01.24**



### **Context**

The Board understands that physical literacy is a developmental priority for all students, and that for many students one key aspect of that is athletics, including competitive sports. Where coaches are needed for athletics, whether those are school district employees or community volunteers, there is a clear expectation among students, families, community members and the school district that coaches are to respect the privileged relationship that develops between a coach and an athlete. It is well understood in all areas of society that the role of a coach must be of a high standard of morality, accountability and respect.

### **Policy**

The Board of Education, while grateful to all who volunteer for the important work of coaching students in athletics, has a clear expectation that coaches will demonstrate genuine respect and high levels of morality in addition to providing the time and expertise that comes with coaching

### **Guidelines**

The Board believes that:

1. Support for volunteer coaches is a critical element of ensuring optimal opportunities for growth and development of young people.
2. For many students, athletics can be the foundation for connection to school, and coaches play a central role in supporting positive athletic experiences for students.
3. The conduct of coaches is expected to be at the highest level, including through the example of pro-social and appropriate conduct in all aspects of the coach's life.
4. As role models, coaches are expected to set a high moral standard for student athletes.
5. Coaches are expected to abide by all expectations defined by BC school sporting bodies including BC School Sports.

### **References**

- Administrative Procedures to Board Policy 506: Conduct of Coaches
- Board Policy 7000: Safe, Caring and Inclusive School Communities

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

Adopted: 2015.11.24

Amended:



**Purpose:**

The purpose of these administrative procedures is to provide clarity for coaches and school sponsors of team and individual athletics in regard to expected conduct of coaches.

It is expected that all school coaches, including employees and community volunteers, will:

1. Shall recognize that school sport is an extension of the classroom **and the school**, and shall conduct themselves accordingly when performing coaching duties;
2. Shall observe the Competitive Rules and Regulations of BCSS, and those of their local athletic association and applicable Sport Commission;
3. Shall observe the rules of the sport, the spirit of the rules of the sport, and shall ~~encourage~~ **require** student-athletes to do the same;
4. Shall treat all participants fairly and equitably, by refraining from discriminating against any student-athlete with respect to race, colour, ancestry, place of origin, religion, family status, physical or mental disability, gender identification, sex or sexual orientation;
5. Shall respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;
6. Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;
7. Shall not use physical force of any kind in the conduct of coaching duties;
8. Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any student-athlete;
9. Shall abstain from the use of tobacco **or vape** products, **illicit narcotics** and alcohol while in the presence of student-athletes, and shall discourage their use by student-athletes.
10. **Ensure that all athletes and other students connected to the program (e.g. managers) abide by the school's code of conduct and the Board's Policy on Safe, Caring and Inclusive School Communities.**

**References:**

- Board Policy 506: Conduct of Coaches
- Board Policy 7000: Safe, Caring and Inclusive School Communities

**Dates of Adoption/Amendments:**

Adopted: 2015.11.24

Amended:



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

**Context:**

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

**Policy Statement:**

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

**Guiding Principles:**

1. The board believes that a respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. The board believes that benefits should not be subtracted when moving to a position of greater responsibility.

**References:**

- Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



## Purpose

These administrative procedures are designed to support Policy 602: Exempt Staff Supplementary Employment Benefits, and build from the Board's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

## District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

## Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
  - a. Apply for and receive a leave of absence for maternity or parental reasons;
  - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
  - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 (parental) and G.21.10 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

## References:

- Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

## Dates of Adoption/Amendments:

Adopted:

Amended:



**Context:**

1. The Board of Education is responsible for creating and maintaining a respectful, healthy and productive learning and working place **environment**. A high standard of conduct is therefore expected, encouraged and maintained. The Board expects everyone involved in the school district to follow the highest standards of conduct in all aspects of their roles and believes that these standards are essential in providing the best learning environment for students, **not only for working but for learning**. This policy is intended to cover school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

**Policy Statement:**

The Board is committed to creating and maintaining a learning and working environment where all adults are treated and treat each other in a courteous and respectful manner.

The Board commits to the ideals of:

- a. A consistent understanding regarding proper and appropriate behavior in dealing with others, including speaking and acting without offending others;
- b. Interactions between people being fair, professional and respectful;
- c. Appropriate conduct being demonstrated with respect to school district property;
- d. Concerns being resolved in a timely and effective manner; and,
- e. Concerns being addressed in their appropriate place, whether within the provisions of a collective agreement, in Board policy or in other regulatory or restorative processes.

**Guiding Principles:**

**The Board believes that:**

1. The Board believes that a **A** respectful, fair and equitable climate must be created, nurtured and actively maintained in all working and learning spaces.
2. The Board believes a **All** members of the learning/working community must be able to easily voice and resolve complaints.
3. All people engaged in school district activities are expected to conduct themselves in a manner which is courteous, respectful of and responsive to the needs of others and which also treats school district property appropriately.
4. All people can expect to be free from objectionable or abusive behavior and comments.
5. Individuals **All people** involved in the learning and working environment are responsible and accountable for their actions.
6. The following are examples of behaviours that will not be tolerated by the board:
  - a. Bullying and harassment including gender based sexual harassment
  - b. Discrimination as outlined in the B.C. Human Rights code.
  - c. Any form of unfair or inequitable treatment based on gender, social class, sexual orientation, gender identity, country of origin, spiritual or religious beliefs.
7. Individuals **All people** are responsible for ensuring that their actions and communication with others (including electronic communication) adhere to the spirit and intent of this policy.





8. People in positions of authority are also entitled to a safe working and learning environment free from objectionable and abusive behavior.
9. People in positions of authority are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. As well, people in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

**References:**

- Administrative Procedures to Board Policy 606: Respectful Workplaces
- WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

**Dates of Adoption/Amendments:**

Adopted:

Amended:

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**Purpose:**

This policy is intended to provide a safe and effective procedure for resolving interpersonal conflicts and reporting inappropriate conduct in the workplace.

**Scope:**

1. This administrative procedure and associated policy covers all adults involved in the learning or working environment regardless of their role. This includes school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district.
2. Students are not covered under this policy. Standards for student behavior are addressed under each school's code of conduct.
3. Inappropriate behavior by an adult toward a student is not covered by this policy. The School Act, School District Policy, the Teachers' Regulation Branch, the District's Collective Agreements along with the BC Human Rights Code and employment laws/statutes will define and govern the standard of behavior required by adults when dealing with students.
4. For District employees, this policy does not supersede any provision of an applicable Collective Agreement.
5. The conduct of the Board of Education is addressed in Board Bylaw 1 under Trustee Code of Ethics.
6. The following matters are not subject to the above principles
  - a. Student suspensions of more than five days (See Board Policy: Suspension of students)
  - b. Decisions of the District Discipline Committee
  - c. Investigations/resolutions through employment contracts, collective agreements, or codes of ethics.
  - d. Matters subject to legal proceedings
  - e. Matters involving serious misconduct which warrant an independent investigation and response by the district.
  - f. Malicious, frivolous, or bad faith complaints where the complainant refuses to participate in a respectful resolution process.

**Responsibilities:**

7. School and district administration will ensure that provisions of this policy and administrative procedure are used to support the creation and continuation of respectful workplaces, and for providing support and intervention as needed to that end.
8. Employees will be expected to, in accordance with WorksafeBC requirements, report an incident of violence to their supervisor in accordance with the procedure for the handling of a violent incident.
9. School and district administration will work with anyone alleging an incident of bullying and harassment in accordance with Policy 6190 Workplace Bullying and Harassment.
10. School and district administration will ensure that matters are referred to the processes described in collective agreements as situations dictate.



**Definitions:**

11. Inappropriate workplace conduct is that which is objectionable and/or unwelcome to an individual. Examples of such conduct include, but are not limited to:
  - a. an action or comment by any person which insults, or degrades another person;
  - b. verbal abuse in any form, such as including swearing at or displaying anger toward another person or threatening language;
  - c. written or verbal comments, actions or gestures or other behaviors;
  - d. "jokes" which are offensive or belittling;
  - e. abusing authority;
  - f. yelling or shouting (except where intended to alert another to danger);
  - g. deliberately excluding an employee from relevant work activities or decision making;
  - h. decision making which is influenced by factors which have no work related purpose;
  - i. attempting to discredit an employee by spreading false information about them.

**Resolution Process:**

12. Any allegation of behavior that is inconsistent with the expectations of this policy and administrative procedure should be referred to the provisions of a collective agreement or board policy where possible. If those referrals are not appropriate, the steps listed below may be undertaken.
13. For context, not all unpleasant or inappropriate conduct amounts to bullying and harassment. Employees might disagree on issues, they might not like what they are asked to do, or they might not be friends with all of their co-workers. However, all employees are expected to do what they can to interact respectfully with others.
14. Given that most reasonable people will change their behavior when they discover it is creating issues for others, a complainant should attempt to resolve concerns informally at the earliest possible stage without unnecessary escalation. The complainant may select an advocate for support through the following process:
  - a. the complainant should attempt to find a suitable resolution directly with the other person involved;
  - b. in the event that a satisfactory resolution was not achieved, the complainant should address the matter with a union or association representative and, as possible, with the other individual's supervisor;
  - c. If the issue remains unresolved, the complainant may refer the matter to the Director of Human Resources for consideration of further mediation or investigation, or directly to the Superintendent of Schools;
  - d. If the issue has not been concluded through the processes of 14 a through c, it shall be referred to the Superintendent (or designate).

**Reporting an Incident:**

15. In the event that someone uninvolved is a witness to inappropriate conduct (i.e., damage to property, an offense toward another individual, etc.) that individual must report the incident to the supervisor most responsible for that area immediately.



**References:**

- WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

**Dates of Adoption/Amendments:**

Adopted:

Amended:

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BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES  
FINANCIAL REPORTING AND OPERATING SURPLUSES

**Financial Reporting**

1. In order to ensure the financial integrity of the public accounts in its care, the Board of Education will be provided with quarterly financial reports showing the current financial status of the School District. These reports will include year-to-date summations of revenues and expenditures and will compare to the current budget and to prior year results.

**Accumulated Operating Surpluses**

1. The Accumulated Operating Surplus will be comprised of the following three components:
  - a. Contingency Reserve
  - b. Appropriated Operating Surplus
  - c. Unrestricted Operating Surplus
2. In conjunction with the Board's review and approval of the annual financial statements, the Board will restrict a portion of the accumulated operating surplus (if one exists) for the purpose of forming a contingency reserve.
3. The contingency reserve will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
4. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation of accumulated operating surplus.
5. The balance of the accumulated operating surplus will be held as unrestricted operating surplus.
6. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board's approval, in response to unforeseen circumstances.
7. Examples for use of the Contingency Reserve may include
  - a. Elimination of any deficit arising at the end of the fiscal year
  - b. Incurring of new cost pressures in a fiscal year that were not known at the time of budget development
  - c. Settlement of legal action that is not covered by the School Protection Program
  - d. Initial one-time cost outlays for new educational programs
  - e. Coverage for disaster recovery expenditures
  - f. Extraordinary unknown utilities cost pressures
  - g. To appropriate to balance the next year's budget
8. When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.



BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES  
FINANCIAL REPORTING AND OPERATING SURPLUSES

**Process**

1. In conjunction with the Board of Education's review and approval of the financial statements, the Secretary Treasurer will present for the Board of Education's review and approval the internal restriction of accumulated operating surplus for:
  - a. Contingency Reserve; and,
  - b. Multi-year funding of projects and programs.
2. Prior to adoption of each annual budget and amended budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of contingency reserve, and when applicable, strategies for replenishing the contingency reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures.

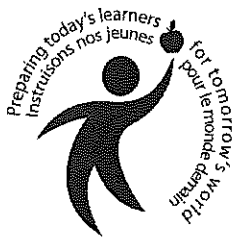
**References:**

- Board Policy 105: Financial Reporting and Operating Surpluses

**Dates of Adoption/Amendments:**

Adopted:

Amended:



## FINANCIAL REPORTING AND OPERATING SURPLUSES

**Context:**

The Board of Education has a mandated obligation to care for and effectively use public funds to provide an educational program for all School District 69 (Qualicum) students. In order to ensure the financial integrity of the public accounts in its care, the Board of Education requires the Secretary-Treasurer to develop and present to the Board of Education quarterly financial reports at a Regular Public Board Meeting which outline the financial position of the School District. The Board also has a responsibility to effectively manage any accumulated surpluses. An accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

**Policy Statement:**

1. The Board expects management of current and future finances will be wise and prudent.
2. In all financial decision making, the interests of providing a quality educational program to students will be central.
3. Wherever possible, financial plans will consider environmental sustainability as an important short-term and long-term factor.
4. The Board expects (and is mandated) to prepare a balanced budget.
5. The Board will establish a restricted portion of its accumulated operating surplus and/or its annual operating budget as a contingency reserve to be used to mitigate future budget shortfalls. If possible, the targeted amount of contingency reserve will be up to 2.5% of total operating budget for that year.

**Guiding Principles:****The Board believes that:**

1. All school district business will conform with generally accepted best business management practices
2. To maintain an open and honest climate in School District 69, all financial documentation will be explained explainable and clearly understood understandable by trustees and the public.
3. Budget preparation will include planning, reviewing and decision-making phases. At each phase consultation with stakeholders and public will be arranged and encouraged.
4. Budget planning will recognize needs of the students, the system and new programs identified by all those involved in consultations.
5. Newly budgeted projects and programs will be fully reviewed and evaluated on an ongoing basis.
6. Financial reports will be presented quarterly at a public meeting of the Board.
7. ~~At the end of each fiscal year, up to 2.5% of the accumulated operating surplus will be placed in contingency reserve to protect the district from unforeseen future risks.~~ **A contingency fund of up to 2.5% of the preliminary budget should be built into budget planning.**

**Definitions:**

1. Accumulated operating surplus: The extent to which operating revenues from all previous years exceeds operating expenditures from all previous years.



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2. Accumulated Operating Deficit: The extent to which operating expenditures from all previous years exceeds operating revenues from all previous years.
3. Contingency reserve – Amounts transferred to an operating or capital account which can be used to protect the district from unforeseen future risks.

**References:**

- School Act Part 6 – Boards of Education

**Dates of Adoption/Amendments:**

Adopted: 79.11.21

Amended: 84.06.06: 87.10.28: 89.02.22: 94.02.22: 00.11.28: 16.04.26:

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SCHOOL-GENERATED FUNDS

**Context:**

Funds may be collected at the school level through fees, events, field trips and other fundraising. Careful accounting of those school-generated funds is an important aspect of school management and leadership. Because fundraising events may involve cash, funds are not easily tracked, giving rise to the need for clear protocols and procedures. Other entities, most notably Parent Advisory Councils, may generate funds in connection with the school as well. While those accounts are not managed by the school or district, protocols for how that fundraising occurs need to be in place.

**Policy Statement:**

The Board of Education recognizes its responsibility and accountability for all funds raised and dispersed in the name of any school or program in School District 69 (Qualicum), and for the proper handling and managing of those funds. The Board understands that this stewardship role does not extend to funds raised and dispersed by Parent Advisory Councils in the school district, but that protocols for such fundraising should be in place.

**Guiding Principles:**

1. The Board expects the Secretary Treasurer to ensure that procedures, systems, and controls are in place to effectively manage the receipt, care, and expenditure of school-generated funds.
2. Fundraising at the school level will be appropriately conducted and managed.
3. The Board expects that all money collected will be properly secured immediately after the event is over.
4. Proper handling of cash receipts is expected.
5. Accounts will be reviewed on an annual basis and inactive accounts should will be closed in timely manner.
6. The Board of Education understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board of Education recognizes the educational and humanitarian values of fundraising in and by schools and the schools' Parent Advisory Councils (PACs).

**Dates of Adoption/Amendments:**

Adopted: 96.05.28  
Amended: 05.11.22: 16.04.26



**Purpose:**

The purpose of this administrative procedure is to reinforce the importance of the control of cash generated by school activities, and to provide guidance in relation to PAC fundraising, knowing that PACs have responsibility for administration of PAC funds.

**Procedures:**

Cash and cheques (hereinafter referred to as cash) represent one of the greatest risks of asset loss to the "School Generated Funds" environment. It is extremely important to establish and maintain strong internal controls and procedures for the handling of cash to guard against loss and misuse.

**1. Control over Cash Receipts**

The secretary/accounts clerk must keep track of fees assessed by fee type and by student. A running balance of amounts owed to the school by fee type must be available. All payments shall be receipted providing sufficient detail to confirm who made the payment, for what reason, and in the amount paid. The Principal is responsible to approve ALL reasons for cash being collected. Individual employees are NOT to engage in any form of fund raising without the prior approval of the Principal.

**2. Cash Management**

Cash collected by teachers and other employees must NOT be kept overnight in a desk drawer, filing cabinet and/or other similar storage facility. Cash must NOT be taken home. All cash, regardless of amount collected, must be turned into the office on a daily basis. At no time should there be more than \$1000.00 (one thousand dollars) in cash held on site. In all circumstances, cash must not remain on the school premises over a weekend and thus must be deposited each Friday. All cash on school premises prior to a deposit must be secured in a locked cabinet/safe. In unique circumstances, the Principal can vary this requirement provided sufficient cash security exists.

Adequate segregation of duties and restricted access to cash handling areas must be implemented, to the extent possible, to ensure the safeguarding of cash. Wherever possible, this should include the separation of the cash handling from the control and reconciliation of bank deposit receipts. Before cash is received by the secretary/accounts clerk or Principal, the funds are to be counted by the coordinator of the activity and recorded.

All cheques must be restrictively endorsed, i.e., "For Deposit Only", immediately upon receipt and the bank account number to be credited should also be entered on the reverse side of the cheque.

**3. Control over Payments**

All schools must have at least three (3) signing authorities registered at the bank. Signing authorities are NOT to sign blank cheques. Cheques should only be written to pay invoices that have been approved by the Principal (or designate) and have an account code. Do not use physical cash to pay bills, except as authorized through petty-cash. The full amount of cash received should be deposited directly into this bank account. Cash receipts shall not be used for personal loans, cashing of cheques, making purchases, or for salaries, honoraria or travel/Pro-D reimbursements.



**4. Out of School Events**

If a school event is held outside the regular school days/hours, planning ahead on how/where to safeguard the cash collected for the overnight/weekend should be done in consultation with the Principal. This plan must include accounting for cash received by two individuals at the end of the activity.

**5. Ledger Accounts**

Cash receipts must be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers must also be made on a timely basis.

**6. PAC and Non-School Fundraising in Schools**

The Board of Education understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board of Education recognizes the educational and humanitarian values of fundraising in and by schools and the schools' Parent Advisory Councils (PACs). The Board believes that fundraising is most acceptable when it provides a service or a product in the community, and when it adheres to the following procedures:

- a. Any school club, group or organization, including PACs, must request and receive permission from the principal to engage in a fund-raising activity.
- b. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices, and recorded in school accounts that are under the control of the principal.
- c. All funds raised by Parent Advisory Councils shall remain the responsibility of PACs until donated to the school, at which time the funds shall be recorded in school accounts that are under the control of the principal.
- d. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum.
- e. Principals will advise parents as to the purposes of all fund-raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.

**Financial Monitoring**

The Assistant Secretary-Treasurer shall conduct periodic reviews of school cash handling procedures as provided in this administrative procedure. Reviews may include periodic reviews of account activity, on site reviews of accounting records, or formal review by the School District auditor. Finding of such review will be shared with the Superintendent, Secretary Treasurer, and Principal.

**Reference:**

- *Board Policy 108: School Generated Funds*

**Dates of Adoption/Amendments:**

Adopted:

Amended: