



POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, FEBRUARY 16, 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
 - 7059: Corporate/Community Sponsorships, Partnerships and Advertising in Schools
While PAC's are mentioned in the AP's, the policy is about what the title indicates – not really fundraising in schools. The Corporate/Community Sponsorships will need a BIG rewrite when it comes up for review in November.
 - Change to the order of the agenda today only.
3. Items potentially going to First Reading (Intent and philosophy and edits)
 - 501 – Acceptable Use of Technology (AUP)
 - 504 - Copyright (Formerly AP only)
4. Items potentially going to Second Reading (Line by Line content and edits)
 - 107 – Use of Educational Property for Childcare
 - 500 – Communicating Student Learning and Student Placement
 - 505 – Fundraising in Schools
 - 506 – Conduct of Coaches
5. Items potentially going to Third Reading (Final review)
 - 602 Supplemental Employment Benefits for Exempt Staff
6. Future Topics – April Meeting
 - Overall principles – personnel
 - Other personnel policies and AP's (currently the 6000 series)
 - Note that our timeline has Personnel for the next few meetings as there are many AP's. The Policy Chair and Superintendent have a plan to speed the process and would like to introduce the new Framework For Enhancing Student Learning policy and AP in May.
7. Date of Next Meeting:
 - Monday, April 19 at 1:00 PM via Zoom



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

Purpose

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others to work with District staff to explore opportunities of this nature.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

Definitions

Sponsorship - refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

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



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

School Partner Groups - may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.

Reference:

- *Administrative Procedure - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*



Context

The Board understands that technology-based access to information, collaboration and creativity are vital to intellectual enhancement and productivity and that web-based information can be difficult to control or filter. The Board of Education of School District 69 (Qualicum) recognizes the value of technology in enhancing student learning and in enhancing the administration and operation of its schools.

Policy Statement

1. In order to support its mission and strategic priorities, the Board supports the responsible uses of technology that support learning, respect privacy and ensure safety.
2. The Board is committed to informing all students and staff of potential risks and benefits that come with access to technological resources, and to clarifying expectations and restrictions on uses of information technologies in the school district.
3. Technology is to be used primarily for educational and/or research purposes and for conducting valid School District business. Any other uses that interfere with the security or integrity of the system are prohibited.

Guidelines

1. This Acceptable Use Policy (AUP) is applicable to all persons using Technology while studying, working, or visiting in the Qualicum School District.
2. Technology will be used to:
 - a. support and enhance the delivery of educational services to students and provide options; to meet their learning styles, access requirements, and program needs;
 - b. provide tools to improve the efficiency and effectiveness of the business of education;
 - c. enhance opportunities for staff to participate in professional development activities;
 - d. communicate with partner groups and the community.

Definitions

Technology is defined as computers, mobile devices including cell phones, software, networks, the Internet, online communications and other technologies. For the purposes of this policy and its related Administrative Procedure technology includes that which is provided by the School District or that which is brought by the user.

References:

- Administrative Procedure: *Acceptable Use of Technology*
- Board Policy 900: *Freedom of Information and Protection of Privacy – Management and Access to Information*

Dates of Adoption/Amendment:

Adopted: 97.07.08

Amended: 02.04.23: 04.01.27: 19.05.28



Terms and Conditions for Acceptable Use of Technology

It is important that users conduct themselves in a responsible, legal, professional, ethical, and courteous manner while using school district technology and when communicating online using social media tools or other technologies. All other policies, including those on harassment, equity, and proper conduct of employees and students apply to the use of technology.

Users of technology in the School District will be required to abide by the terms and conditions of this policy. Employees of the School District must sign the agreement in order to gain access to technology. Consistent with the Code of Conduct, all students are bound by the terms and conditions of this Policy.

Use of technology and access to the Internet for any purpose not related to education is prohibited including, without limitation, commercial, criminal, obscene, inappropriate or illegal purposes. Use of some technologies may require prior authorization by the School District. The School District reserves the right to restrict the scope of access to individuals or groups. Any user identified as a security risk, having a history of problems with other computer systems or found violating this policy may be denied access.

Inappropriate or prohibited use may lead to suspension or termination of privileges at the discretion of district administration, and to possible other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts. The Board's Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of British Columbia.

The Board and its representatives make no guarantees about the reliability of the technology it provides and will not be responsible for any damages that may be incurred. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by technology or user errors or omissions. Use of any information obtained or given via the Internet is at the user's risk. The School District denies any responsibility for the accuracy or quality of information obtained through its technology.

The following is a list of requirements which will be shared with all users (at each login, or by signed agreement) and whose violation may lead to suspension or termination of privileges:

System Security and Integrity:

1. Users may not violate, or attempt to violate, the security or integrity of the School District's computers, data or network.
2. Users are required not to share their passwords or permit others to use their account, and must log off immediately after use to ensure that others may not access their account. Users are responsible for all activity within their account and will be held accountable for any inappropriate activity.
3. Users may not disclose anyone else's user ID, password, network or Internet credentials.



4. Vandalism will result in termination of technology privileges. Vandalism is defined as any malicious attempt to harm or destroy data, equipment, the network or agencies or other networks that are connected to the Internet. This includes deliberately or recklessly exposing the technology to virus infection.
5. In order to enable fair use of technology, system administrator(s) may set quotas for disk/computer usage and usage time limits on some technologies.
6. In order to protect the integrity of the networks and maintain efficiency, the connection of personal technology equipment such as home computers, routers, servers, wireless devices, etc. to District networks is not allowed without the permission and guidance of the District Information Technology staff.

Privacy and Confidentiality:

1. Use of technology associated with the School District, including Internet access and email, is neither private nor confidential and may be tracked. Use of such technology by any individual may be monitored or reviewed by the School District without prior notice. In the case of misuse or suspicion of misuse of the network or services, the School Board reserves the right to access any files/data on the system.
2. The District may block or remove files that are unacceptable or in violation of this Acceptable Use Policy.
3. Parents/guardians have the right, where legally applicable, to request to see the contents of their child's data.
4. Due to the nature of some District approved online technologies being hosted world-wide, it is possible that an individual's full name, student ID, school name, email and classwork may be stored on premises outside Canada. In such cases, parents will provide informed consent the privacy laws of the country hosting the data may apply. Such technologies may only be used in the manner prescribed by the District.
5. The District will not disclose or post a student's personal contact information without the consent of the student's parent/guardian or of the student if of legal age. This includes a student's address, telephone number, school address, work address or any information that clearly identifies an individual student.
6. The District will not disclose an employee's personal information without the consent of the employee.
7. Staff and students shall not post or discuss online, personal information or work related issues including student work, without the permission of all parties involved.
8. When using social media or other websites to enhance classroom education or conduct School District business, personal information including full names may not be posted unless authorized and appropriate measures should be taken to protect the privacy of individuals and content where applicable.

Other inappropriate or illegal uses of District technology, the Internet and social media tools include, but are not limited to the following: *[Please be aware that any illegal action carried out*



over the Internet will be reported to law enforcement officials for possible prosecution. Financial and legal consequences of such actions are the responsibility of the user (staff, volunteer and student) and student's parent or guardian].

1. You may not use District technology to:
 - Transmit any materials in violation of Canadian laws
 - Store or transmit pornographic materials including sexting
 - Transmit or post threatening, abusive or obscene material
 - Duplicate, store or transmit copyrighted material that violates copyright law
 - Threaten, intimidate, bully or spread rumours about another individual or group
 - Use anonymous proxies to get around content filtering
2. Plagiarism/Copyright/Licensing. Plagiarism is the act of using someone else's words or ideas as your own
 - Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
 - All students and faculty should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused
3. Expected behaviour on social media websites
 - The District strongly urges employees to refrain from friending or following students on social media platforms
 - Employees must at all times conduct themselves appropriately on social media sites and elsewhere.
 - Employees are expected to refrain from commenting on the Board as employer, or about any supervisors or co-workers
 - All users are to refrain from posting inappropriate comments
 - All users are expected to not disclose personal or private information about anyone without their consent
4. District technology is meant for educational purposes and as such may not be used for
 - Personal business
 - Product and/or service advertisement or political lobbying
 - Playing network intensive games
 - Harassing other users with unwanted email or spam
5. More information for parents and students on the benefits and risks of using the Internet may be found at the Media Smarts website: <http://mediasmarts.ca/parents>



Glossary of Terms

Technology - Computers, mobile devices including cell phones, software, networks, Internet, online communications and other technologies

Online Communication - Internet based technologies such as email, websites, social media, messaging, photo sharing, etc.

Personal Information - Home phone number, address, health related issues, other personal identification. In the case of students' information this includes the full name. In the case of staff, it is okay to use the full name or business address/phone in official business communications in which case, it is not considered personal information

US Patriot Act - In the case of data being stored outside Canada, *Frequently Asked Questions* on the US Patriot Act may be found at:

http://www.tbs-sct.gc.ca/pubs_pol/gospubs/TBM_128/usapa/fag-eng.asp

(Note that data may be stored in countries world-wide, not just the US)

References

- Board Policy 5003: *Acceptable Use of Technology*
- Board Policy 9000: *Freedom of Information and Protection of Privacy – Management and Access to Information* and its attendant Administrative Procedure

Dates of Adoption/Amendments

Adopted: 1997.07.08

Amended: 2002.04.23: 2004.01.27: 2019.05.28



(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:



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



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:

The Board believes that:

1. The Board should 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 should be provided at a fee that reflects only the direct and indirect costs to the district.
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

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)
- Community Care Facilities Act

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 of Education 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. Preference will be given to not-for-profit providers.
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:
 - 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)
- **Community Care Facilities Act**

Dates of Adoption/Amendments:

Adopted:

Amended:



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

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 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



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~~

1. 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.
2. 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.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. 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.
5. 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

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

Elementary

1. 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.



2. 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.
3. 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.
4. 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.
5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. 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

1. 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.
2. 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.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. 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.
5. 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.
6. 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.
7. 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:

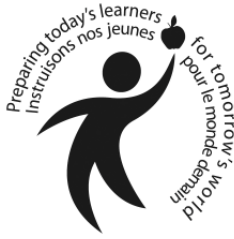
- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: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



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 Parent Advisory Councils (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 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.
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 of Education 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, while grateful to all who volunteer, **including staff and community volunteers**, 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
- **Board Policy 302: Communities' and Volunteers' Involvement in our School District**

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~~ **during times that they are engaged with student athletes including when responsible for them away from the school**, 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.**

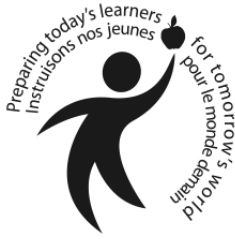
References:

- Board Policy 506: Conduct of Coaches
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- **Board Policy 302: Communities' and Volunteers' Involvement in our School District**

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:

The Board believes that:

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~~ **B**enefits 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 of Education'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: