



Purpose

These Administrative Procedures will support Policy 100: Sustainable Practices in order to develop the collective responsibility to protect and conserve the environment.

Requirements

1. ~~It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.~~
2. ~~The fulfillment of this mandate is the joint responsibility of the Board of Education, Senior Staff, Principals/Vice Principals, teachers, students and support staff. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:~~
 - a. Integration of environmentally sustainable considerations into the school district's business decisions related to:
 - i. Lighting
 - ii. Heating, ventilation, air conditioning systems
 - iii. Renovation and new construction
 - iv. Recycling programs
 - b. Purchasing policies that encourage suppliers to meet or exceed the district's environmental management standards.
 - c. Mechanisms to regularly assess and continually improve the district's environmental sustainability performance.
 - d. Creating, managing and monitoring a carbon reduction plan in keeping with provincial programs and expectations of government.
3. The General Manager of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The General Manager of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
5. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the General Manager of Operations.
6. Principals and vice-principals will be responsible for ensuring that climate action is a consideration for field trips in keeping with Board policy 502.



7. **Teachers and support staff are encouraged to integrate environmental themes at every level** use a variety of curricular materials to and provide the opportunity for students to participate in energy management initiatives.
- ~~8. The District shall encourage the use of an environmental theme, at every level, as a focus for integrating existing curriculum.~~
9. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools **and learning activities that utilize a wide range of appropriate local environmental field trips.**
- ~~10. The District shall support learning activities that utilize a wide range of appropriate environmental field trips.~~

References:

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

Dates of Adoption and Amendments:

Adopted: 16.08.31

Ammended: **2020.09.22**



POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, OCTOBER 17, 2022
1:00 P.M.
via Zoom

Karin is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/67663447902?pwd=U1ltRU5jYitzSml2OHFBckVmeVhpZz09>

Meeting ID: 676 6344 7902

Passcode: 274668

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 Nations for sharing their territory with us.

1. **Introductions**
2. **Review of Revised Administrative Procedures**
 - **100 Series: Administration and Facilities**
 - **300 Series: Governance**
 - **500 Series: Instruction**
3. **Next Meeting Date – Monday, November 14, 2022 via Zoom**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Purpose

These administrative procedures describe the means by which Board Policy 101: **Tendering, Purchasing, and Disposal** will be enacted.

Authority

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

General Guidelines

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

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

Use of Requisitions (Requests for Purchase Orders)

All supplies, services, and equipment being purchased over \$10,000 must be covered by a requisition initiated by the school or district department. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

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

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

Exceptional Circumstances

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

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

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

Determination of Suppliers

Purchasing Card Program

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

Quotations Process

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

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

Petty Cash Administration

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

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

Tendering

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



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

Opening of Tenders

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

Withdrawal of Tenders

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

Revisions of Tenders

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



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Awarding of Tender

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

Insurance Clauses

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

Indemnification

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

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

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

Bonds

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

Project Architects

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



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

Disposal of Capital Assets

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

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

Disposal of Surplus Material

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

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

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

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

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

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

Disposal of Surplus School Buses

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

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

References:

- Board Policy 101: Projects - Tendering, Purchase and Disposal
- Board Policy 301: Living Wage
- The School Act
- Ministerial Order (M193/08) Disposal of Land or Improvements Order



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

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Dates of Adoption/Amendments:

Adopted: 16.08.31

Amended: **2020.09.22**



Purpose

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

1. PLANNING

- a. Prior to the initiation of planning, a consultation process shall be undertaken that will involve the Architect (if assigned), school administration or district staff responsible for the facility, the staff assigned to the school or building, students (where appropriate), parents, representatives of the community (as appropriate), the Secretary Treasurer, the Superintendent of Schools, Associate Superintendent of Schools (or designates), Trustees and representatives of the Canadian Union of Public Employees (CUPE) Local 3570, the Mount Arrowsmith Teachers' Association (MATA) and the District Parents Advisory Council (DPAC).
- ~~b. From the initial consultation meeting, a Project Planning Committee shall be established. The Trustee representative on the Project Planning Committee shall regularly report to the Board on the progress of the project until completion.~~
- ~~c. Consultation with the Project Planning Committee shall continue through the working drawings stage to ensure that all requests are considered in the plans and that all specifications are within Ministry of Education guidelines.~~
- ~~d. The Project Planning Committee shall consider all requests which are submitted for inclusion in the design of the new or repurposed facility.~~

2. NAMING

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

~~3. OPENING CEREMONIES~~

- ~~a. A formal request shall be made to the Minister of Education to officially name and open the new or repurposed facility, in accordance with Section 73(1) of the School Act.~~



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 103

NEW/REPURPOSED FACILITIES

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- ~~b. There shall be an official opening of all new or repurposed facilities within three months of completion.~~
- ~~c. A date for the official opening of the new or repurposed facility shall be set in consultation with the Board of Education, staff and partner groups.~~
- ~~d. A plaque shall be prepared for the official opening which will contain information deemed appropriate by the Board of Education.~~
- ~~e. Cost incurred for refreshments at an official opening shall be at the Board's expense.~~
- ~~f. Former trustees involved in the planning stages of the facility, the parents of students attending the school, other members of the community, public officials, other people involved with the school or facility, and the media shall be invited to the official opening of the new or repurposed facility.~~

References:

- Board Policy 103: New/Repurposed Facilities
- The School Act

Dates of Adoption/Amendments:

Adopted: 2016.08.31
Amended: 2020.10.27



Purpose

These Administrative Procedures are written in support of Board Policy 104: Video Monitoring.

1. Written Policy

- a. Each site using video monitoring systems shall prepare written procedures consistent with Board policy and the administrative procedure and the *Freedom of Information and Protection of Privacy Act* (FOIPP Act).
- b. All staff shall be made aware of the policy and administrative procedure.
- c. Policies and administrative procedure will be made available through the District website.
- d. In the interest of ensuring currency, this policy and administrative procedure shall be subject to review on a regular basis at each site.

2. Camera Location, Operation and Control

- a. The installation of new and permanent video monitoring equipment at a school will occur only with prior approval of the school's Parent Advisory Council (PAC).
- b. Cameras shall only be installed in identified public areas and in school district buses.
- c. **The public shall be made aware of the existence of video monitoring by signage at visible points.**
- d. Areas chosen for monitoring shall be, as required for the purposes of protecting the safety of individuals in a school facility or on school land or the belongings of those individuals, or the school property itself, **to detect or deter crime**, or where the camera may provide important information for district planning purposes (e.g. traffic flow).
- e. ~~Cameras shall not be positioned in areas where individuals have a right to expect privacy, i.e. washrooms, change rooms, staff rooms.~~
- f. ~~Cameras shall not be directed so as to monitor private property.~~
- g. Only authorized personnel (school and district management staff) shall have access to the video monitoring equipment, and only for the purposes of ensuring health and safety or prevention of theft or damage to property.

3. Protection of Information and Disclosure

- a. Security and retention of recorded images will be the responsibility of a designated Principal/Vice Principal or management employee.
- b. Disposal and destruction of recorded images shall be consistent with Board Policy No. **900**.
- c. Monitors shall be located in a secure area and positioned in such a way as to avoid public viewing.
- a. ~~Disclosure of information shall be consistent with the Freedom of Information and Protection of Privacy (FOIPP) Act.~~ Use of video monitoring in the District and disclosure of all information shall at all times comply with the FOIPP Act guidelines for the collection of information.

4. Public Awareness

- a. ~~The public shall be made aware of the existence of video monitoring by signage at visible points.~~



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ADMINISTRATIVE PROCEDURES TO BOARD POLICY 104

VIDEO MONITORING

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5. **Audits**

- a. ~~The use of video monitoring systems shall be subject to audit at all times by both school and district administrative staff.~~
- b. ~~School district staff will cooperate with any legal audit or review by the Office of the Information and Privacy Commissioner.~~

6. **Review**

- a. ~~Under the terms of the School Act, the Board must conduct an annual review that assesses whether the installation and operation of video monitoring equipment is accomplishing the purposes set out in Section 2.c above.~~

7. **Use of Information Collected**

- b. ~~Use of video monitoring in the District shall at all times comply with the FOIPP Act guidelines for the collection of information.~~
- c. ~~Video monitoring may be used to detect or deter crime; for inquiries and proceedings related to law enforcement; and for research (i.e. the nature of area usage, traffic patterns, or particular camera systems).~~

8. **Access to Personal Information**

- a. ~~Individuals subject to video monitoring have the right to request access to recorded images under Section 5 of the FOIPP Act.~~

References:

- Board Policy 104: Video Monitoring
- The School Act, Sections 74.01
- Freedom of Information & Protection of Privacy Act

Dates of Adoption/Amendments:

Adopted: 1999.12.14

Amended: 2010.02.23: 2010.11.23: 2016.08.30: 2020.10.27



Purpose

These Administrative Procedures are intended to provide procedural support for Board Policy 105: **Use of School Facilities** in four specific areas:

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

~~I. RENTALS AND COMMUNITY USE~~

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

PROCEDURES

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



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ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

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d. Commercial:

Profit oriented and non-resident individuals and organizations.

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

3. Applications:

- a. All applications are processed by the School District's Director of Operations.
- b. Applications must be made at least 21 days prior to the event taking place.
- c. The applicant must receive a booking confirmation from the Director of Operations prior to using a district facility (*approval from a school principal is not valid.*)

4. Bookings:

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

5. Rental Fees:

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



6. User Responsibilities:

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

7. Supervision:

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

8. Cancellation:

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



9. Insurance and Liability:

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

~~II. SECURITY OF PROPERTY AND ASSETS~~

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

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



- d. ~~Upon departure ensure that:~~
 - i. ~~there are no persons in the building~~
 - ii. ~~the alarm system is activated~~
 - iii. ~~the building is secure~~

4. ~~The Monitoring Service shall:~~
 - a. ~~Monitor district alarm systems.~~
 - b. ~~Report all fault (trouble) alarms to the Operations and Maintenance Department.~~
 - c. ~~In the first instance report all fire alarms to the relevant fire hall and then to the Operations and Maintenance Department emergency phone number.~~
 - d. ~~Report all intruder alarms to the district security runner service.~~
 - e. ~~Report all personal panic alarms to the district security runner service.~~
 - f. ~~Report all high water-high sewer alarms in the first instance to the district security runner service and then to the Operations and Maintenance Department emergency phone number.~~
 - g. ~~Report all buildings with low temperature alarms to the Operations and Maintenance Department emergency phone number.~~

5. ~~The District Security Runner Service shall:~~
 - a. ~~Respond to alarm calls from the monitoring service.~~
 - b. ~~Respond to calls from designated district staff for emergent work.~~
 - c. ~~Send regular reports to the Operations and Maintenance Office.~~

6. ~~Access to district facilities during non-operating hours is restricted to authorized school district employees.~~

7. ~~Authorized access is granted by the Secretary Treasurer or designates (principal, vice-principal).~~

8. ~~Staff wishing to access the school during Christmas, Spring or Summer breaks must confirm with the School Principal or the Director of Operations or designate to ensure there will be no conflict with the safety, security, planned maintenance or renovation projects.. Facility uses must be scheduled and booked as per Administrative Procedure — Rental and Use of School Facilities and Equipment.~~

9. ~~A key control system is to be established by district administration in accordance with administrative procedures approved by the Board.~~

10. ~~Community Use~~

~~Keys will be issued by the Operations and Maintenance Department Office for:~~

 - a. ~~facilities use as required and returned after use is complete.~~
 - b. ~~joint use through the District 69 Recreation Commission.~~

11. ~~Lost Keys~~



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 105

USE OF SCHOOL FACILITIES

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~~Individuals or groups who lose a key may, as required to maintain the security of district assets, be subject to either of the following at the discretion of the Director of Operations:~~

- ~~a. \$50.00 charge.~~
- ~~b. actual cost of re-keying any or all buildings.~~

12. ~~Any person not complying with proper entry procedures, which results in a runner service callout, will be held responsible for absorbing the cost incurred by the District, and will be invoiced by School District 69 (Qualicum). A first warning will be provided before invoicing for cost recovery.~~

Damage to Buildings and Equipment

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

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

III. SPORTS/GROUNDS AREAS AND SITE PLAYGROUNDS

1. The proposed design for a sports/grounds area and/or school site playground must be submitted to the ~~General Manager~~ **Director** of Operations for review as to appropriate construction methods and to the School Health and Safety Committee for review.
2. The ~~General Manager~~ **Director** of Operations, in consultation with the school Principal, will approve a location for the sports/grounds area and/or school site



playground that will not impede future development to a school nor conflict with existing underground services.

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

IV. LASQUETI TEACHERAGE (HOUSING)

1. The Board of Education acknowledges its responsibility to provide teacherages for teaching staff on Lasqueti Island for use when other accommodation is not available.
2. The use of teacherages shall be administered by the Secretary Treasurer.
3. When insufficient teacherage accommodation is available the Principal will have first option on space and thereafter the most senior teacher on the Island.
4. The Board shall determine an appropriate monthly rate to be charged in respect of each unit of housing accommodation.
5. Terms and Conditions
 - a. Teacherages will be available to teaching staff on an annual basis from August 1st to July 31st.
 - b. The rent and **the monthly propane costs** shall be paid by the teacher through payroll deduction **for the months of September through to June. Should the teacher remain in the teacherage during the months of July and August they will personally pay the rent and propane fees directly to the Board.**
 - c. Teaching staff will be refunded for any monthly unused portion of the annual rent.



6. The teacher to whom the teacherage is let shall reside in the teacherage.
7. The teacher shall not sub-let the teacherage or any part thereof.
8. The teacher shall be responsible for telephone, internet and cable services **as well as the monthly propane costs.**
9. The Board shall supply power, water and septic/sewer at no charge.
10. Maintenance of Board-owned appliances shall be the Board's responsibility.
11. When vacating a teacherage, notice shall be given one month in advance, and the teacherage shall be inspected by the Operations and Maintenance Department for cleanliness and damage. The inventory of furnishings shall be checked. Any damage in excess of normal wear and tear shall be assessed and the Secretary Treasurer advised so that appropriate financial arrangements can be made with the teacher.
12. The teacher shall vacate the teacherage on termination of the teacher's teaching assignment.

References:

- Board Policy 105: Use of Facilities

Dates of Adoption/Amendments:

Adopted: 2016.08.31
Amended: 2020.10.27

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

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SCHEDULE A
HOURLY RATES FOR RENT OF FACILITY

MONDAY TO FRIDAY

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

WEEKEND/STATUTORY HOLIDAY

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



Purpose

These Administrative Procedures are written in support of Policy 106: 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 will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.

Process

1. In conjunction with the Board's review and approval of the financial statements, the Secretary Treasurer will present for the Board'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'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: 18.08.28

Amended: **2021.01.26**



Purpose

These Administrative Procedures are intended to provide the procedural framework for Board Policy **107**: 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 Oceanside Early Learning Coalition 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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 107

USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

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 providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

References:

- Board Policy 107: Use of Educational Property for Child Care
- 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: **2021.04.27**

Amended:

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 108

SCHOOL-GENERATED FUNDS

**Purpose:**

The purpose of these Administrative Procedures is to reinforce the importance of the control of cash generated by school activities, and to provide guidance in relation to Parent Advisory Council (PAC) fundraising, knowing that PACs have responsibility for administration of PAC funds, **as described in Board Policy 108: School Generated 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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 108

SCHOOL-GENERATED FUNDS

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. Parent Advisory Council (PAC) and Non-School Fundraising in Schools

All fundraising, whether by the school or the PAC, will be done in accordance with Board Policy 505: Fundraising in Schools and its Administrative Procedures

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.

References:

- Board Policy 108: School Generated Funds
- Board Policy 505: Fundraising in Schools

Dates of Adoption/Amendments:

Adopted: **2021.01.26**

Amended:



Purpose

These Administrative Procedures are written in support of Policy 301: Living Wage

Implementation, Compliance and Communication:

1. The living wage will be set annually by staff based on the methodology developed by the Living Wage for Families Campaign (www.livingwageforfamilies.ca).
2. This policy will encompass all district employees, service providers and sub-contractor employees with the following exclusions:
 - a. Students seeking work experience credits for educational purposes;
 - b. Volunteers; and,
 - c. Employees of organizations (for profit or not-for-profit) that lease space/property from the district.
3. The district, as a living wage employer, will ensure all staff are paid no less than the living wage as established in the year of ratifying of any of the district's collective agreements with its unions. The district will not open up any existing collective agreement during its existence to adjust hourly rates in the event those hourly rates dip below the living wage for that year. For example, if in year 2 of a 3-year agreement an employee's hourly rate falls below the living wage hourly rate for that present year, no alteration to the collective agreement will be considered.
4. The District has established the following criteria to determine a service provider's or sub-contractor's eligibility under the Living Wage Policy.
 - a. An employee of a service provider or of its sub-contractor must perform services physically on district premises.
 - b. Work must last longer than one continuous hour per occasion.
5. The district requires all service providers and sub-contractors, whose services fall within the parameters established within this policy, to be compliant for the duration of their contract with the district.
6. The district will incorporate into all of its competitive bid documents (invitations to tender, requests for proposal, quotes, etc.) a sample declaration to be signed as part of the service provider's contract with the district.
7. The district will enforce the policy by performing audits of its service providers and sub-contractors when notification of non-compliance is received by the district. Non-compliance may result in the cancellation of the contract at the discretion of the district.

Reference:

- Board Policy 301: Living Wage

Dates of Adoption and Amendments:

Adopted: 2015.11.24

Amended: 2020.04.28



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 302

COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT
IN OUR SCHOOL DISTRICT

Purpose

These Administrative Procedures are written in support of Policy 302: Communities' and Volunteers' Involvement in Schools.

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

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

Board Committees and Processes

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 302

COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT
IN OUR SCHOOL DISTRICT

8. **While Board Committees are encouraged to put forward recommendations to the Board for public discussion**, it shall be recognized that all final decisions rest with the Board.

Volunteers in Schools:

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

1. Role of Volunteers

A volunteer:

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

2. Recruitment, Selection and Training of Volunteers

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

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

3. Assistance for Volunteers

- a. Orientation procedures for volunteers will be established by the Principal or designate as needed. These could include but are not limited to:
 - i. A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
 - ii. Processes of signing in by volunteers.
 - iii. Staff responsibilities with respect to volunteers.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 302

COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT
IN OUR SCHOOL DISTRICT

- iv. Review of school confidentiality requirements for volunteers.
 - v. Emergency procedures, including emergency evacuation, accident procedures.
 - vi. School Code of Conduct.
 - vii. Information related to specific health or behavioural needs of individual students, where safety of the student or volunteer might be a concern, and providing that permission has been given for the release of the information.
 - b. Volunteers are covered by BC School Protection Program insurance and are indemnified while engaged in activities authorized by the School District or a school, and the volunteer is adhering to the Code of Conduct
 - c. Volunteers who use a private vehicle in the transportation of students are covered by a School Protection Program Special Excess Third Party Legal Liability Insurance coverage. Volunteers shall maintain a \$3 million third party liability insurance.
 - d. Volunteers wishing to appeal a decision of a Principal or Vice Principal may follow Board Policy 6240: *Resolution of Complaints*.
4. Conduct of Volunteers
- Volunteers are required to:
- a. Maintain a standard of conduct and deportment expected of school and district staff when working with students.
 - b. Not be under the influence of or in possession of illicit drugs or alcohol while students are under their care.
 - c. Comply with the requirements of Board Policy No. 502 Field Experiences - Trips
 - d. Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
 - e. Direct questions and concerns either to the employee with whom the volunteer is working or to the Principal.

Parent Advisory Councils

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

- 1. Only one Parent Advisory Council per school will be recognized.
- 2. Each Parent Advisory Council shall apply to the Board for recognition.
- 3. Each Parent Advisory Council shall work in consultation with the Principal of that school.
- 4. Parent Advisory Councils shall follow School District Incident and Claim reporting procedures.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 302

COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT
IN OUR SCHOOL DISTRICT

District Parent Advisory Council

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

District Student Leadership Group

1. Under the auspices of the Superintendent or designate, a group of student leaders will be called together on a regular basis to discuss matters of mutual interest and concern.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 302

COMMUNITIES' AND VOLUNTEERS' INVOLVEMENT
IN OUR SCHOOL DISTRICT

2. The district student leadership group will be asked to provide input to the Board on matters of importance including budget development, educational programming, environmental considerations and Board policy.
3. The Board will support initiatives arising from student voice on the understanding that those initiatives align with Board direction or can shape future direction of the Board and the district.

References:

- Board Policy 302: Communities' and Volunteers' Involvement in our School District
- Administrative Procedure: Police Information Check with Vulnerable Sector Screening (PIC-VS)

Dates of Adoption/Amendments:

Adopted: 07:11:27

Amended: 15.11.24: 18.01.23



Purpose:

These Administrative Procedures are intended to support the implementation of Policy 303: Enhancing Student Learning, and will provide the parameters for school- and district-level planning for enhancing student learning as well as preparation and submission of the document required within the Ministry of Education and Child Care's Ministerial Order M302/20 Enhancing Student Learning Reporting.

Responsibilities:

1. School and Program Principals will:
 - a. Use district-approved procedures for development and ongoing monitoring of a school or program Enhancing Student Learning Plan (ESLP).
 - b. Collaborate with all staff throughout the year in determination of the school's or program's highest priorities within the context of the district ESLP template, as well as within the unique contexts and priorities of the school or program at the time of development or renewal of the ESLP.
 - c. Develop a draft of a revised ESLP to share with district senior staff during visits to the school or program every spring.
 - d. Prepare a final ESLP draft for all staff and for parent representatives for sign-off and submission to the district prior to May 15 every year.
 - e. Engage in ESLP review discussions with senior staff every fall and throughout the year as is helpful for the school.

2. The Superintendent of Schools and Senior Staff will:
 - a. Work with Principals and Vice-Principals in support of school- or program-based ESLP processes as described above.
 - b. Establish and maintain collaborative processes within the district to ensure that district-wide strategic priorities for student learning are current in terms of the needs of all learners.
 - c. Maintain and refresh the district's strategic priorities for enhancing student learning within Board-approved strategic planning processes. That will include renewing the Board's strategic plan for enhancing student learning within the Board's five-year planning cycle (2019, 2024, etc.).
 - d. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district educational planning and school-based ESLP processes.
 - e. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district financial and operational planning.
 - f. Complete all annual planning in accordance with requirements of the Ministerial Order M302/20 Enhancing Student Learning Reporting.

Procedures:

1. District Planning for Enhancing Student Learning
 - a. Senior staff will be responsible for maintaining and renewing the district strategic plan for enhancing student learning, most importantly the strategic priorities for enhancing student learning.



- b. Senior staff will bring a strategic planning lens to all district and school planning for enhancing student learning, meaning a focus on:
 - i. What matters most?
 - ii. How are we doing (based on a variety of evidence)?
 - iii. How should we be doing in these key domains? What are our targets?
 - iv. What strategies will we use to improve?
 - v. After a period of time, how are we doing (based on a variety of evidence)?
 - vi. What changes will we make to our plan? What are our new targets?
 - vii. What are our new or revised strategies in these key domains?
 - viii. Continuous looping through this planning and review cycle.
 - c. Updates on progress in relation to district planning for enhancing student learning will be brought to the Board on a regular basis.
 - d. District planning for enhancing student learning will be formally revisited through broad collaboration on a five-year planning cycle.
 - e. District planning for enhancing student learning will be linked to the Provincial Framework for Enhancing Student Learning.
 - g. District planning for enhancing student learning will be central to all district educational planning, school-based ESLP processes, and district financial and operational planning.
2. School Planning for Enhancing Student Learning
- a. Principals will work with all staff to develop and continuously monitor a school or program Enhancing Student Learning Plan (ESLP).
 - b. In doing so, principals will be responsible for considering the school's or program's highest priorities, both as part of the district plans for enhancing student learning and the school's or program's unique circumstances.
 - c. Principals will ensure that a final ESLP draft is ready for all staff, and for parent representatives, for sign-off and submission to the district prior to May 15 every year.
 - d. Each school or program ESLP will be the subject of ongoing discussion and review within the school and with district senior staff, including as part of review meetings that will be scheduled with senior staff each fall and when the plan is under development each spring.
3. Provincial Framework for Enhancing Student Learning
- a. The district will abide by the requirements of Ministerial Order M302/20 Enhancing Student Learning Reporting.
 - b. On an annual basis, prior to May 31, senior staff will build a draft FESL report that does the following:
 - i. Utilizes Ministry of Education **and Child Care** data sets to create charts and graphs of three year data sets (where possible) in all data review areas as required by the FESL protocols.
 - ii. Enacts a process for system-wide review of those data in order to determine what has been learned and what strategies might be put in place to affect improved results.
 - iii. In developing those strategies uses as the prime consideration what is known about students and learning in our district's unique context,



including what is learned through school-based ESLP and district-based enhancing student learning processes.

- c. A draft FESL report will be shared with the Board, through the Education Committee of the Whole if possible, by the end of June every year.
- d. The final FESL report will be prepared for Board approval in September and will be submitted to the Ministry of Education **and Child Care** by September 30 as required.

References:

- Board Policy 303: Enhancing Student Learning
- The School Act (Sections 8.3 and 81)
- Statement of Education Policy Order – OIC 1280/89
- Provincial Framework for Enhancing Student Learning
- Ministerial Order M302/20 Enhancing Student Learning Reporting

Dates of Adoption/Amendments:

Adopted: 16.03.08

Amended: 19.08.27 (Renumbered/Reviewed): **2021.10.26** (Replaced Board Policy 3030: School Planning Councils (SPC's))



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 304
SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Purpose

The purpose of these Administrative Procedures is to provide clarity around procedures that will be used in support of Board Policy 304: *School Closure, Consolidation or Reconfiguration*.

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

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

- a. Public information meetings.
- b. Meetings with Parent Advisory Councils at the school and district levels.
- c. Representatives of the Mount Arrowsmith Teachers' Association (MATA) and Canadian Union of Public Employees (CUPE) Local 3570.
- d. Meetings with community representatives.
- e. Opportunities for interested community members or groups to provide written submissions.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 304
SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

- f. Public forums.
- g. Other processes including electronic communication, virtual meetings and on-line surveys.

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

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

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

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

Definitions:

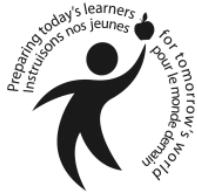
Permanent School Closure means the closing, for a period exceeding twelve months, of a school building used for the purposes of providing an educational program to students. Closures for the purposes of effecting repairs, renovations or additions with the intent of re-opening the building upon completion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

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

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

References:

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 304
SCHOOL CLOSURE, CONSOLIDATION OR RECONFIGURATION

Dates of Adoption/Amendments:

Adopted: 91.07.09

Amended: 91.10.08: 92.10.27: 93.11.23: 00.04.25: 09.05.26: 10.04.27: 11.11.22:
15.10.27: 2020.06.23



Purpose

These Administrative Procedures are intended to support Board Policy 305: Public Interest Disclosure. Use of these procedures should provide employees with the assurance that there are confidential processes that encourage reports of wrongdoing and that protect the reporter from reprisals, consequence or retribution.

Guidelines for Reporting:

1. This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.
2. The types of wrongdoing ("Wrongdoing") about which employees can complain include:
 - a) a serious act or omission that, if proven, would breach any laws of British Columbia or Canada;
 - b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment (other than a danger that is inherent in the performance of an employee's duties or functions);
 - c) a serious misuse of public funds or public assets;
 - d) gross or systemic mismanagement;
 - e) knowingly directing or counselling a person to commit a wrongdoing described in paragraphs (a) to (d).
3. Reports made under this policy and using these procedures will be done so with confidentiality in order to protect the well-being of the reporting employee.
4. The School District will investigate disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
5. Most reports will be made to a supervisor or the designated officer at the district.
6. Reports may also be made to the Ombudsperson.
7. Reports can be made anonymously, but the school district may not be obliged to investigate an anonymous report made under the Act unless the report provides sufficient detail to conduct a fair investigation.
8. Any trustee may report wrongdoing if the incident occurred while the trustee was holding office.
9. The district will not tolerate reprisals, consequences or retribution against anyone reporting in good faith under this policy.

Procedures:

1. The Superintendent of Schools or designate will ensure that all employees are reminded of this policy and its attendance procedures on an annual basis.
2. Supervisors of work sites and Principals of schools and programs will ensure that all staff that they supervise are reminded of this policy and its attendant procedures on an annual basis.
3. The Superintendent of Schools or designate will ensure that mechanisms are in place for employees to report wrongdoing in a confidential and, if it is the wish of the reporter, anonymous manner, recognizing that anonymous concerns may not be followed up on if there is insufficient detail to proceed.



4. One key element of administering this policy and its procedures is ensuring that anyone reporting wrongdoing is doing so in accordance with relevant other policies and procedures as possible, including use of Policy 6240 Resolution of Complaints and any pertinent clauses in collective agreements or employment contracts.

References/Resources:

- Board Policy 305: Public Interest Disclosure
- Board Policy 6240 Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://gov.bc.ca)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](#)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bcombudsperson.ca\)](#)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](#)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](#)
- [The Ombudsperson of British Columbia: Resources for Supervisors](#)
- [The Ombudsperson of British Columbia: Resources for Employees](#)

Dates of Adoption/Amendments:

Adopted: 2021.10.26

Amended:



Purpose

These Administrative Procedures are written in support of Board Policy 500: 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 parents are well informed, etc. (see list in current policy)
2. Information provide to parents will 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

1. The District will continue to support use of ~~two~~ technology-based tools to assist teachers in carrying-out this work:
 - Professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with technology-based 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



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500

COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 4 of 4

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**



Purpose

These Administrative Procedures are written in support of Board Policy 501: Acceptable Use of Technology (AUP)

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.
7. **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.**

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.

Expectations of Users of Technology:

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:
 - a. transmit any materials in violation of Canadian laws
 - b. store or transmit pornographic materials including sexting
 - c. transmit or post threatening, abusive or obscene material
 - d. duplicate, store or transmit copyrighted material that violates copyright law
 - e. threaten, intimidate, bully or spread rumours about another individual or group; or,
 - f. 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
 - a. 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.
 - b. 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
 - a. The District strongly urges employees to refrain from friending or following students on social media platforms.
 - b. Employees must at all times conduct themselves appropriately on social media sites and elsewhere, **including when using an alias or anonymous profile.**
 - c. Employees are expected to refrain from commenting on the Board as employer, or about any supervisors or co-workers.
 - d. All users are to refrain from posting inappropriate comments.
 - e. 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
 - a. Personal business
 - b. Product and/or service advertisement or political lobbying
 - c. Playing network intensive games
 - d. 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/faq-eng.asp

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

References

- Board Policy 501: *Acceptable Use of Technology*
- Board Policy 900: *Freedom of Information and Protection of Privacy – Management and Access to Information* **and its attendant Administrative Procedures**

Dates of Adoption/Amendments

Adopted: 1997.07.08

Amended: 2002.04.23: 2004.01.27: 2019.05.28: **2021.05.25**



Purpose

These Administrative Procedures are written in support of Policy 502: Field Experiences (Trips).

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

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

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group and that attends to:

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

Requirements

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



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 502

FIELD EXPERIENCES (TRIPS)



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

Parent/Guardian Responsibilities

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

Student Responsibilities

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



Educator-in-Charge Responsibilities

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

Field Experience Supervisor Responsibilities

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

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

Field Experience (Trip) Categories

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

Category 1 - Same Day Field Experiences

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

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

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

1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.



2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

Category 3 - Higher Risk Outdoor Field Experiences

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

These would typically be:

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

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

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days. 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.



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

Dates of Adoption/Amendments:

Adopted: 17.03.28

Amended: **2020.05.26**



Purpose

These Administrative Procedures are written in support of Policy 503: Animals in Schools and the Workplace.

Application of the Policy: Educational Purposes in Schools

1. Staff shall not bring their own household pets into district schools except for specific educational or therapeutic purposes as approved by the Principal.
2. ~~Educational purposes for the presence of animals in schools may include:~~
 - a) ~~as subjects for observation and data gathering on body characteristics, habits, movement, feeding behaviour, instinctive reactions;~~
 - b) ~~talking and writing stories about animals to support language development;~~
 - c) ~~supporting the development and learning of a sense of responsibility, kindness and concern for other living beings; and,~~
 - d) ~~supporting the development and learning of a healthy respect for animals in our local environment.~~
3. **The principal may initiate the use of therapy dogs and their handlers in schools, in conjunction with the Senior Leadership Team, to provide service and comfort to staff and students during specific events, such as a crisis response.**
4. **If a therapy dog is available for ongoing visits, a schedule for the dog must be provided by the therapy dog organization and is subject to the approval of all the principal or the workplace supervisor prior to commencing visits.**
5. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
 - a) ~~students and school personnel may be afraid of or allergic to that type of animal must be accommodated to the extent necessary;~~
 - b) animals must be in good health, free of disease with no tendencies to bite or scratch;
 - c) the owner of the animal must show proof of current records, including vaccinations or training where relevant;
 - d) the teacher bringing the animal into the school must know the past history of the animal;
 - e) the animal must not present aggressive behaviour towards students or employees;
 - f) parents must be informed prior to an animal visiting the school; and,
 - g) parents must be invited to express any concerns to the teacher and the principal, and those concerns must be attended to in reasonable ways.
5. ~~Animals shall not roam freely in the school.~~ An animal brought into the school for a visit must be leashed and/or under the control of a responsible adult or housed in a suitable, sanitary enclosure appropriate to the size and characteristics of the animal.
6. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.



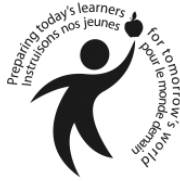
7. Only relatively small animals which are easily confined or caged, maintained and handled may be kept in the classroom, such as tropical fish and small mammals.
- ~~8. Larger animals such as dogs and cats may not be kept in the school building beyond regular school hours and only for the purposes defined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

Application of the Policy: Therapy Dogs

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

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

17. A student or employee may be eligible to receive the support of an assistance dog if they have an identified medical condition, as defined by the British Columbia Ministry of Education or the BC Guide Dogs and Service Dogs Act.



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

Responsibilities

- ~~24. The School District will:
 - a. support the principal or workplace supervisor in ensuring that the provisions of the policy and administrative procedure in place at all times;
 - b. communicate the contents and requirements of the policy and administrative procedures to all employees annually;
 - c. support the principal or workplace supervisor in ensuring that the use of any assistance dog is consistent with the accommodation needs of an employee or the documented needs of a student including as identified within an individual education plan;~~



- ~~d. reserve the right to remove or exclude from school facilities or property any assistance dog / therapy for reasons it deems appropriate; and,~~
 - ~~e. support the principal or workplace supervisor in ensuring that:~~
 - ~~i. the purpose and function of an assistance or therapy dog are clearly connected to a need of a student or employee;~~
 - ~~ii. within a school, parents of children who will be exposed to an assistance or therapy dog are informed of all of the details of the visit of the dog, and given an opportunity to express any concerns including in relation to allergies or fears;~~
 - ~~iii. within a school, those concerns are accommodated as possible;~~
 - ~~iv. therapy dogs are present only with handlers;~~
 - ~~v. therapy or assistance dogs are provided with a visit to the school prior to students being present; and,~~
 - ~~vi. arrangements for assistance or therapy dogs are documented.~~
25. The School Principal will:
- a. inform all staff members of the presence of an assistance dog or therapy dog;
 - b. inform parents of the plans with regard to the dog and request that any concerns, including in relation to allergies and fears, be provided;
 - c. inform the transportation department of any transportation requirements of an assistance dog;
 - d. notify students and their parents of the arrival of the assistance/therapy dog, including an explanation of the purpose of the dog and arrangements that have been made;
 - e. retain all letters regarding an assistance dog in the student's file;
 - f. ensure that a poster is placed at each entrance to raise awareness of a working therapy dog / assistance dog in the school; and,
 - g. restrict access for assistance or therapy dogs to certain parts of the school as necessary, including mechanical rooms, science labs, custodial rooms, food preparation areas, shops and other areas of risk to the animal, unless via a carefully considered necessary exemption to this restriction.



APPENDIX 1 - THERAPY DOGS IN SCHOOLS CONSENT FORM

Name of School: _____

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

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

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

Start Date of Activity: _____

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

Please Complete below and return to school.

ACKNOWLEDGEMENT AND CONSENT

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

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

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

Student Name (Print): _____

Signature of Parent/Guardian: _____

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



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

Date

Dear Parent / Guardian:

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

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

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

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

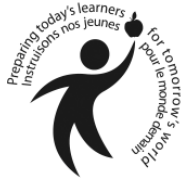
If you have any specific concerns regarding the presence of the therapy dog in the school, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Schools



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

Date

Dear Parent / Guardian:

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

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

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

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

Thank you for your understanding, support, and interest.

Sincerely,

Principal

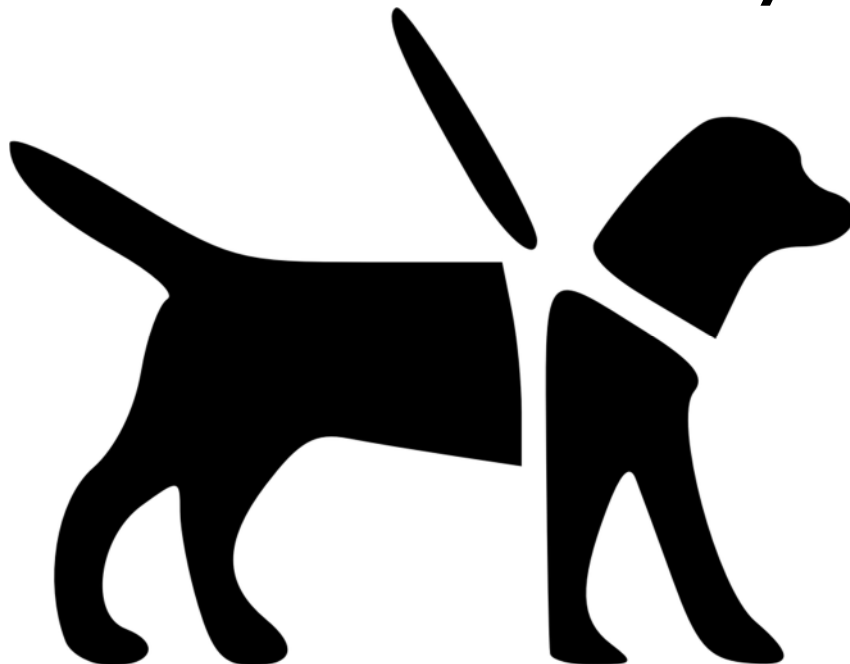
cc: Superintendent of Schools



SD69 QUALICUM

NOTICE:

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





Purpose

These Administrative Procedures are written in support of Policy 504: Copyright and Intellectual Property.

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.

Procedures

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.
8. Employees will be guided in their decision making regarding copyright materials by *Copyright Matters*, a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at:



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 504

COPYRIGHT AND INTELLECTUAL PROPERTY

Page 2 of 2

https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf.

9. Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at:
<http://www.fairdealingdecisiontool.ca/DecisionTool/>
10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board

References

- Board Policy 504: Copyright and Intellectual Property
- [The Copyright Act](#)
- [Copyright Matters](#)
- [Fair Dealings Decision Tool \(developed by the Copyright Consortium of the Council of Ministers of Education, Canada \(CMEC\)\)](#)
- [Copyright Matters: Some Key Questions and Answers for Teachers](#)
- [Government of Canada: Copyright](#)

Dates of Adoption/Amendments

- Adopted: 1990.06.13
- Amended: 1991.11.12: 2001.10.23: 2017.01.24: June 22, 2021



Purpose

These Administrative Procedures are written in support of Board Policy 505: Fundraising in Schools.

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 for the school 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
- Board Policy 108: School Generated Funds and its administrative procedures

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: **2021.04.27**



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 505

FUNDRAISING IN SCHOOLS



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 members, will:

1. recognize that school sport is an extension of the classroom and the school, and shall conduct themselves accordingly when performing coaching duties;
2. observe the Competitive Rules and Regulations of BCSS, and those of their local athletic association and applicable Sport Commission;
3. observe the rules of the sport, the spirit of the rules of the sport, and shall require student-athletes to do the same;
4. 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. respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;
6. not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;
7. not use physical force of any kind in the conduct of coaching duties;
8. not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any student-athlete;
9. abstain from the use of tobacco or vape products, illicit narcotics and alcohol 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 700: 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: **2021.04.27**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 507

PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

PURPOSE

1. These Administrative Procedures must be read in conjunction with Board Policy 507: *Programs of Choice and Specialty Academies*.
2. The purpose of these Administrative Procedures is to set the requirements for programs and choice and specialty academies in School District No.69

APPLICATION PROCESS

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [Board Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

Reference:

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Board Policy 703: Student Fees and Subsidies and its Administrative Procedures
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption and Amendments:

Adopted: **2022.05.24**

Amended:



Purpose

These Administrative Procedures are written in support of Policy 509: Educational Changes Due to Emergencies

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 Child CAre** 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.
 - 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 [PreparedBC Guides & Resources](#)

Dates of Adoption/Amendments:

Adopted: 2020.11.24

Amended:



PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISIONS
FOR ALTERNATE DELIVERY OF INSTRUCTION

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***



PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISIONS
FOR ALTERNATE DELIVERY OF INSTRUCTION

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

- e. ~~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.~~



PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISIONS
FOR ALTERNATE DELIVERY OF INSTRUCTION

~~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*~~



**PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISIONS
FOR ALTERNATE DELIVERY OF INSTRUCTION**

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: _____



PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISIONS
FOR ALTERNATE DELIVERY OF INSTRUCTION

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

Means of demonstrating student knowledge and understanding:

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