



QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, MAY 21, 2024

1:00 P.M.

VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 299 157 061 62

Passcode: EUmeAy

Facilitator: Trustee Carol Kellogg

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, Administrative Procedures.*

AGENDA

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

1. **INTRODUCTIONS**
2. **FOR INFORMATION**
3. **FOR DISCUSSION**
4. **BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**
(Intent and philosophy and edits)
5. **BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**
(Line by line content and edits)
 - a. Policy 700: Safe Caring and Inclusive School Communities **p 1-4**
 - b. Policy 804: Physical Restraint and Seclusion of Students **p 5-10**
6. **BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**
(Final review including input on AP's)
 - a. Policy 103: School and District Branding (previously New/Repurposed Facilities) **p 11-12**
 - b. Policy 510: Learning Resources (NEW) **p 13-14**
 - c. Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools **p 15-17**
7. **FUTURE TOPICS**
8. **NEXT MEETING DATE**
Monday, June 17, 2024 via video-conferencing



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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CONTEXT:

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

POLICY STATEMENT:

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school's code of conduct.
2. **Each school's code of conduct will use the district's template and include content that speaks to anti-discrimination, expected behaviours, unacceptable behaviours, responses to unacceptable behaviours, safe reporting, and the responsibility to inform, as well as language supporting a distraction free learning environment through restrictions on personal digital devices cell phones and other devices.**
3. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
4. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
5. District wide professional learning for educators will continuously provide best practices.
6. All staff who work directly with students shall have access to training on the impacts of trauma.
7. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, CARING AND INCLUSIVE SCHOOL COMMUNITIES

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REFERENCES:

- *Administrative Procedure: Safe, Caring, and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedures*
- *B.C. Human Rights Code as of July 2021*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01
- *Violence, Threat-making, Risk and Threat Assessment Community Protocol*
https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf
- SOGI 1 2 3 <https://www.sogieducation.org/>
- *Universal Declaration of Human Rights (United Nations)*
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- *Canadian Charter of Rights and Freedoms*
<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>
- *Ministry of Education Province of B.C. Core Competencies*
<https://curriculum.gov.bc.ca/competencies>

Dates of Adoption and Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23: **2022.01.25**



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

These Administrative Procedures are written in support of Policy 700: *Safe, Caring, and Inclusive School Communities*.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

School Codes of Conduct

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)(M89)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. **Personal Digital Devices**
 - a. **Each school is required to develop in consultation with students, parents, teachers, staff, administrative personnel, a set of restrictions for personal digital devices.**
 - b. **The restrictions for personal digital devices will be couched in positive outcome-based language that will encourage undistracted learning from bell to bell.**
 - c. **Schools will be encouraged to provide students with social media training as part of their regular curricular content in intermediate and secondary grades.**
3. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

4. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.
5. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
6. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
7. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
8. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15th of each school year (*attached form*).
9. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
10. The school's Code of Conduct shall be posted publically.
11. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: **2022.11.22**



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Context

The School Act repeatedly and clearly states that all students have a right to an education. The ~~Special Needs Students Order (M235/07)~~ states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.” **It is recognized that within an inclusive school environment that there may be rare occasions in which adults must use extraordinary measures to prevent a student from harming themselves or others.** The Ministry sets out the guidelines in the *Physical Restraint and Seclusion in School Settings* document.

Policy Statement

The Board is responsible for providing educational programs within a safe, caring, and inclusive environment. Physical restraint or seclusion is *only* used when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

Guidelines

The Board expects:

1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

Definitions

All definitions in this policy and Administrative Procedures are as stated in the [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

References

- [Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students](#)



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)
- [The School Act](#)
- [Special Needs Students Order \(M235/07\)](#)

Dates of Adoption/Amendments

Adopted: 2018.11.27

Amended: **2022.06.28**

DRAFT



Purpose

These administrative procedures are written in support of Policy 804: Physical Restraint and Seclusion of Students.

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education and Child Care's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings* along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
 - To the ~~Assistant~~ **Associate** Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

References:

- [Board Policy 804: Physical Restraint and Seclusion of Students](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended: 2022.06.28: **2022.11.22**

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.
- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident.

APPENDIX I

PROCEDURES FOR HANDLING A VIOLENT INCIDENT

The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.

- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services **Support** (if required as per Policy 700)

Redacted Copies:

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) ~~General~~ Manager of Operations – **Safety and Transportation**

If the violent incident does not involve a student, un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-Based Occupational Health and Safety Committee
- d) District Principal, Learning Services **Support** (if required as per Policy 700)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) ~~General~~ Manager of Operations – **Safety and Transportation** (in a sealed envelope)



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

Context

~~The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be used in planning for new/repurposed facilities and additions to existing facilities.~~

The Board of Education recognizes the need for organizations to update their names, colours, logos, and other identifying features from time to time. It is the Board's belief that processes to do so are most successful when done in a thoughtful and collaborative manner. Ultimately, the Board of Education is responsible for all public facing identifiers in the school district and any changes to such will require their approval.

Policy Statement

~~The Board expects that facilities will be used primarily to support the education of students, and should be designed and maintained to serve that purpose.~~

Changes to site or district identifiers, such as site names, colours, logos, and other significant identifying features will require approval from the Board of Education.

Guiding Principles

- ~~1. The Board believes that all facilities should be safe for all students, teachers and community members.~~
- ~~2. Facilities should be built, operated or upgraded to be efficient, cost effective and environmentally sound.~~
- ~~3. All facilities will be named after places of local Indigenous, historical, or geographical prominence.~~
- 4. No facilities, nor portions of facilities, will be named after people.**
- ~~5. Facilities will allow for students, schools and communities to use them as availability permits.~~
- 6. The Board holds responsibility for all schools and district sites, and is therefore responsible for all such public facing branding content, including names, colours, logos, and other identifying features.**
- 7. The Board recognizes that from time to time, a need or interest in changes or updates to site or district identifiers may emerge.**
- 8. The Board expects such change processes to be as collaborative as reasonably possible, given the specific circumstances of each change. Staff, students, parents/caregivers, and local First Nations should normally be included.**
- 9. Presentations to the Board regarding the potential change to site or district branding should include a clear rationale for the change initiative, relevant contextual information regarding the current identifiers, any processes that led to the determination of an outcome (such as surveys, focus groups, ongoing discussions), potential costs for the change, and a communication plan that would follow Board approval.**



SCHOOL AND DISTRICT BRANDING NEW/REPURPOSED FACILITIES

References

- [The School Act, Sections 74.01](#)
- [The Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption and Amendments

Adopted: 2016.08.31
Amended: 2020.10.17

DRAFT

**Context:**

The BC Ministry of Education and Child Care has determined that “Boards of education have the responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources” (Learning Resource Policy, Ministry of Education and Child Care). **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**

Policy Statement:

The purpose of this policy is to ensure that appropriate learning resources are used in schools to support the curricular learning standards and educational programs, and that district process for the selection of learning resources conform to the School Act and district expectations.

Guiding Principles:

The Board of Education believes that:

1. The selection of learning resources involves many people (administrators, teachers, students, community, district staff) the responsibility for coordinating the selection of school learning resources and making recommendations for purchase rests with the principal and professional personnel.
2. Learning and curriculum resources need to reflect and value the diversity of the Qualicum School District. Students should see themselves, their lives, the lives of **their families, and the lives of others, and the outside world** positively reflected in the curriculum through resources. **Resources should “reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance. This includes diversity in family composition, gender identity and sexual orientation” (Ministry of Education, <https://curriculum.gov.bc.ca/curriculum/overview>).**
3. Education plays an important part in Reconciliation and learning resources should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum nations, then of our local Indigenous students, then of the Indigenous peoples in Canada, and then of the Indigenous peoples around the world.
4. Students learn best when they are actively involved in their own learning and when instruction is adapted to their individual needs, learning styles, and interests.
5. Parents/caregivers have an interest in the quality of learning resources available to students and **should contact the teacher and/or the principal if they have questions or want to access view the resources. and that** Opportunities to challenge resources will result in thoughtful review and follow consultative procedures (See [Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)).

Definitions:

- Learning Resources: Materials that promote learning and thinking, which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.
- [Indigenous Education Resource Inventory](#): a non-comprehensive list of Indigenous education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teacher's Federation, the First Nations Education Steering Committee, and Métis Nation British Columbia. The intent of these materials is to help further incorporate Indigenous knowledge and perspectives into B.C. classrooms and are considered to be **supported by the** Board authorized.



- [Focused Educational Resources](#): is a not for profit organization that provides services that support quality education, . . . with the primary goal of benefiting our members and optimizing their resources to achieve significant impacts and benefits in the delivery of k-12 education. They provide a [K-12 Evaluated Resources Collection](#) which are considered to be **supported by the** Board authorized.
- [First Nations Education Steering Committee \(FNESC\)](#): The primary goal is to promote and support the provision of quality education to First Nations learners in BC. Resources from the [FNESC Publications Catalogue](#) are considered to be **supported by the** Board authorized.
- [SOGI 1 2 3](#): Developed by the ARC foundation in collaboration with the [BC Ministry of Education and Child Care](#), BCTF, UBC, Out in Schools, school districts throughout BC, and local, national and international LGBTQ community and organizations. It is a resource that provides schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with BC's curriculum and are considered to be **supported by the** Board authorized.

References:

- [Learning Resources Policy, Ministry of Education and Child Care](#)
- [School Act Section 168\(2\)\(e\)](#).
- Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)

Dates of Adoption/Amendments:

Adopted:

Amended:



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

Context:

The Board has fiduciary responsibility ~~for ensuring that students are free of being influenced~~ **to limit influence of students** through corporate sponsorships, partnerships and/or advertising. ~~We~~ **The Board** recognizes the power of sponsorships, partnerships and advertising to “brand” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the Board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 requires a contract. (Refer to [Board Policy 101: Projects – Tendering, Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems. **Advertising for the purpose of extra-curricular sponsorship may be permitted on a temporary basis, meaning for the duration of a single event, athletic season, or the school year, as approved by the school principal.**

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

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

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

References:

- [Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.05.24



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

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Purpose

These Administrative Procedures are written in support of Policy 705: Corporate/Community Sponsorships, Partnerships, and Advertising in Schools.

The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining safe, caring and inclusive schools.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

Sponsorships or sponsorship agreements exceeding \$25,000 in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers.

Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

~~Local businesses or donors may be solicited for sponsorship in exchange for limited space advertising in schools publications such as yearbooks, brochures and programs, with the principal's approval. Space on posters, banners or signage may be sold to vendors with the agreement that their visibility will be limited to non-instructional times.~~

Local businesses or donors may be solicited for sponsorships of extra-curricular or co-curricular opportunities in exchange for limited space advertising. Such advertising may appear in school publications such as yearbooks or tournament programmes, or on a portion of a gymnasium wall with the principal's approval.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

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Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

District Parent Advisory Council/Parent Advisory Council (PAC)

The District Parent Advisory Council and a school's Parent Advisory Council (PAC) are often successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of one or more schools. Decisions on the methods of raising funds for a school shall be made in consultation with the Superintendent of Schools and/or the school's Principal in accordance with School District policies and administrative procedures.

Reference:

- [Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools](#)

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: 2022.11.22